REPORT RESUMES

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ATTITUDES AND BELIEFS ABOUT HOMEMAKING AND/OR HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOLS.

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THIS STUDY IS A DESCRIPTIVE ANALYSIS OF THE ATTITUDES AND BELIEFS OF ADMINISTRATIVE SCHOOL PERSONNEL TOWARDS HOMEMAKING EDUCATION AS A PART OF THE SCHOOLS' EDUCATIONAL PROGRAM. AN ANALYSIS OF THE LITERATURE AND INTERVIEWS OF 75 ADMINISTRATORS OR COUNSELORS AND 1ST-YEAR TEACHERS IN 43 SCHOOLS WERE USED IN DEVELOPING A QUESTIONNAIRE. A 33 PERCENT SAMPLE WAS CHOSEN FROM 478 FORMS ACCEPTABLE FOR THE STUDY. QUESTIONNAIRES WERE SENT TO ADMINISTRATORS AND COUNSELORS IN EACH OF THE SCHOOLS. A SECOND QUESTIONNAIRE WAS SENT TO EACH HOME ECONOMICS TEACHER IN THE SCHOOLS. RESPONSES WERE RECEIVED FROM 109 TOWNS WITH 112 HOME ECONOMICS PROGRAMS. THERE WAS AGREEMENT BETWEEN ADMINISTRATORS THAT PREPARATION FOR HOMEMAKING RESPONSIBILITIES AND FAMILY LIFE WAS IMPORTANT. PROGRAMS OFFERED A WELL-BALANCED CHOICE OF COURSES, WITH THE FAMILY AS THE CENTRAL FOCUS. THE USE OF THE CLASSROOM AS A LEARNING ENVIRONMENT FOR RESOLVING COMMUNITY PROBLEMS WAS NOT WIDELY PRACTICED. ADMINISTRATORS AGREED THAT HOME ECONOMICS WAS OF PARTICULAR VALUE TO GIRLS. IF MIXED GROUPS WERE CONSIDERED, THESE SHOULD BE PLACED IN SPECIAL CLASSES WHICH DEALT WITH SOCIAL AND PERSONAL DEVELOPMENT OR FAMILY LIVING. ADDITIONAL SUGGESTIONS ARE GIVEN. QUESTIONNAIRE FORMS AND SUMMARIES OF DATA ARE GIVEN IN THE APPENDIXES. (MS)

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ATTITUDES AND BELIEFS ABOUT HOMEMAKING AND/OR HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOLS

Department of Secondary
Education and Curriculum
College of Education
Michigan State University
East Lansing, Michigan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Research Project ORD 2155

Attitudes and Beliefs about Homemaking and/or Home Economics Education in Michigan Secondary Schools

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Sponsored by the Division of Vocational Education
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February 1966

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Meta Vossbrink

College of Education
Michigan State University
February, 1966

SCHOOLS PARTICIPATING IN THE STUDY

Homemaking or Home Economics Education teachers from the schools marked (*) participated in this study.

Class A - Vocational Home Economics Program

*Bay City	Central High School
Dearborn	Handy High School
*Escanaba	Escanaba Area High School
Flint	Southwestern High School
*Grand Ledge	Grand Ledge High School
*Lapeer	Lapeer High School
*Mt. Pleasant	Mt. Pleasant High School
Pontiac	Central High School
*Saginaw	Saginaw High School
*Traverse City	Traverse City High School
*Warren	Warren High School

Class A - General Home Economics Program

*Berkley	Berkley High School
Dearborn Heights	Robichaud High School
*Detroit	Mumford High School
*Detroit	Pershing High School
*Detroit	Redford High School
*Detroit	Western High School
*Flint	Ainsworth High School
*Grand Rapids	South High School
*Hastings	Hastings High School
*Kalamazoo	Loy Norrix High School
Livonia	Bentley High School
Muskegon	Mona Shores High School
Rochester	Rochester High School
*Southfield	Southfield High School
*Temperance	Bedford High School

Class B - Vocational Home Economics Program

Auburn Heights	Avondale High School
Berrien Springs	Berrien Springs High School
*Bronson	Central High School
*Cass City	Cass City High School
Chelsea	Chelsea High School
Croswell	Croswell-Lexington High School
*Durand	Durand High School
Flat Rock	Flat Rock High School
Fraser	Fraser High School
*Grand Rapids	Forest Hills High School
*Holly	Holly Area High School
Iron Mountain	Iron Mountain High School

*Kingsford	Kingsford High School
Manistique	Central High School
*Michigan Center	Michigan Center High School
Muskegon	Reeths-Puffer High School
*Northville	Northville High School
Parchment	Parchment High School
*Pinconning	Pinconning Area High School
*Rogers City	Rogers City High School
*St. Clair	Ward-Cottrell High School
Shelby	Shelby High School
Sturgis	Sturgis High School
Troy	Troy High School
Whitehall	Whitehall Senior High School

Class B - General Home Economics Programs

*Calumet	Calumet High School
*Comstock	Comstock High School
*Erie	Mason Consolidated High School
Grand Rapids	Kentwood High School
*Ishpeming	Ishpeming High School
*Lowell	Lowell High School
*Mt. Clemens	Chippewa Valley High School
*Orchard Lake	West Bloomfield High School
Saginaw	Buena Vista High School
*Wayne	John Glenn High School

Class C - Vocational Home Economics Program

*Beaverton	Beaverton High School
Brooklyn	Brooklyn High School
Clinton	Clinton High School
*Crystal Falls	Crystal Falls High School
Eau Claire	Eau Claire High School
Fennville	Fennville High School
*Gaylord	Gaylord Community High School
Hemlock	Hemlock High School
Imlay City	Imlay City Community High School
*Kent City	Kent City High School
Marlette	Marlette Community High School
*Middleville	Thornapple Kellogg High School
*Napoleon	Napoleon High School
Ontonagon	Ontonagon High School
*Pewamo	Pewamo-Westphalia High School
Reading	Reading High School
St. Charles	St. Charles High School
*Shepherd	Shepherd High School
Three Oaks	Three Oaks High School
White Cloud	White Cloud High School
*Yale	Yale High School

Class C - General Home Ecnomics Program

*Byron	Byron Area High School
*Freeland	Freeland High School
Hancock	Hancock Central High School
*Holton	Holton High School
*Lincoln	Alcona High School
*Ortonville	Brandon Schools High School

Class D - Vocational Home Economics Program

Bloomingdale	Bloomingdale High School
*Camden	Camden-Frontier High School
*Chassell	Chassell High School
Fairview	Fairview High School
*Hillman	Hillman High School
LeRoy	LeRoy Community High School
*Marcellus	Marcellus High School
*Mesick	Mesick Consolidated High School
*New Troy	New Troy High School
*Owendale	Owendale-Gagetown High School
Potterville	Potterville High School
*Webberville	Webberville Community High School

Class D - General Home Economics Program

Athens	Athens Area High School
Bergland	Bergland High School
*Central Lake	Central Lake High School
Dryden	Dryden High School
*Ewen	Ewen High School
*Harris	Bark River-Harris High School
*Lawton	Lawton High School
Mass	Mass High School
*North Adams	North Adams High School
Rapid River	Rapid River High School
*Schoolcraft	Schoolcraft High School
*Walkerville	Walkerville High School

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CHAPTER I

INTRODUCTION

New sensitivity to social and community reality, to problems of youth, to dynamics of change, to new organization and accent upon wage earning opportunities and employability must bring forward looking new content in homemaking and/or home economics education. If home economics teacher education has new procedures and programs to propose, the question remains, will the local schools and their administration accept these? Will the local school programs in homemaking education change at the same pace that the schools for the 60's propose? Only through a concentrated look at present practices and a study of the feelings of administrators who are responsible for changes, will these questions be resolved.

This study is a descriptive analysis of the attitudes and beliefs of administrative school personnel in Michigan secondary schools toward homemaking and/or home economics education as it is a part of the school's educational program. Feelings about purposes, organization, content and status will open new vistas in program development if the present teaching-learning situation is far removed from contemporary school organization and social living. Decisions calling for clear thinking and fundamental understandings are inevitable. Only from reliable sources should come the facts necessary in making these decisions.

Sound opinions and realistic practices in current educational systems are reliable sources for examining the learnings and outcomes in the high school of today. No better resources were available for study than the responses from superintendents, principals and counselors who exert major influence on course offerings and organization in the secondary school system.

Home Economics has been conceived as subject matter content such as food, clothing, housing and the like. Since the emphasis was placed on subject matter, the academic program at the college level was identified as Home Economics. Specific courses were listed as food, clothing and other content areas. For illustration, offerings in the food content were termed Food and Nutrition, Food Buying; those in clothing as Textiles and Clothing, Clothing Consumption and others. Homemaking was the title which usually represented the offerings at the secondary school level. Homemaking education meant the experiences and learnings involved as a part of the family function and responsibilities and jobs pertaining to the home. In recent years, some secondary school teachers have given preference to the title of home economics education indicating that referral to the original subject matter content gave dignity to the program. For this reason both meanings are used in the problem description of the study.

Specifically the task set forth within the proposal is to:

1. Examine the attitudes expressed by school personnel in administrative positions who are responsible for the decisions about program purposes and organization of local secondary school programs.

2. Apply the findings to program organization if changes are to be realized as a result of the expressed attitudes toward homemaking and/or home economics education.

3. Explore new ways of organizing the homemaking and/or home economics education program to include new emphases and innovations.

Background of the Study

The quickening pace of technological change and newer innovations in vocational education have stepped up the demand for programs which have seemingly, moved to the problems-of-people approach. Home economics education, along with other disciplines, needs to accept the challenge of helping individuals accept and live with change.

The development and the success and maintenance of a functional program in high school are dependent upon many factors. Some of the more outstanding are the point of view or philosophy of the instructors and leaders directing the program, long-time plans including guidance as an integral part of all phases of the work, social conditions in the locality, the placement and success of graduates on the job, as well as other factors.

Importance of the Study

The image of home economics which has come into focus offers little satisfaction to members of the profession. Beginning with the space age and the rivalry for scientific achievement, the public pointed to education as a factor which hindered progress and was the cause of some humiliation. With the support of press, radio and television, schools were charged with wasting the talents of youth on "frill" subjects instead of fundamentals. In the process, home economics was equated with courses responsible for undermining educational standards. Home economists have contributed most ably to technical assistance programs in underdeveloped countries in areas of nutrition, sanitation and child care. Yet the benefits from these contributions have been dismissed and home economics considered as unimportant. Attitudes such as these should not come as a complete surprise to thoughtful members of the profession. As a relatively new discipline, home economics is unfamiliar to much of the general public and often viewed with some suspicion by traditionalists among educators.

One cause of confusion is the status of high school home economics. Some counselors prefer to recommend solid or academic subjects for the college-bound student. Often home economics is suggested for a college major and only to students who show proficiency in high school courses in the same field.

Home economics is among the more vigorous and dynamic of the newer professional fields. What should be of deep concern is the failure of the public generally to appreciate this fact. To the extent that the public image is a distortion, some means should be taken to correct it. To the extent that the image reflects actual shortcomings within the profession, this study has been one means of making a candid evaluation for exploring necessary therapeutic measures. In other words, it is the intent to discover the less glamorous attitudes and practices along with the professional and scientific ones. With the assistance of selective administrative personnel in the secondary school programs such discoveries are possible.

Are there shortcomings within the profession which have contributed to this unfavorable public image? Some soul searching on the part of leaders in the profession will surely provide answers to pertinent questions about the subject.

Objectives of the Study

The objectives of the study were categorized as primary and related. These consisted of the following:

1. The primary objective is to describe and analyze the feelings about homemaking and/or home economics education in Michigan secondary schools.

2. The related objectives are:

    a) To determine and analyze the attitudes toward homemaking and/or home economics education in the local schools with reference to purpose, organization, content and status,

    b) To determine and analyze the practices of homemaking and/or home economics education in the local schools with reference to purpose, organization, content and status.

The facts will be used to better understand home economics education and as means for suggesting changes in the present program. Although each of the objectives has been realized to some degree, the basic assessments of major problems and issues were limited. Perhaps in another study, contacts with students and parents would provide information about the full realization and application of home economics practices in the secondary school program and discover additional shortcomings which have contributed to the unfavorable public image.

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CHAPTER II

PROCEDURES OF THE STUDY

Overview

The need for more information about practices in the field of home economics education for improving the effectiveness of the program is evidently general throughout the profession.

This investigation was planned to utilize the judgment of many persons in order that realistic crucial issues and procedures would be studied, that the interpretation of the findings would be unbiased and that the type of assistance offered to local school administrators and teacher educators would be of genuine value to them.

The best assurance of a satisfactory school program in home economics education is to develop it on the basis of actual needs and sound basic concepts. A first step, therefore, was to explore the major ideas which would serve as guidelines in curriculum building and provide for the furtherance of learning. A wide review of the literature and research studies was attempted to discover the concepts basic for guiding local schools in their endeavors to improve the present program. The concepts, likewise, were used for designing the format of the questionnaires.

To arrive at ways and means for improving the curriculum, a study of practices and attitudes toward certain aspects of the home economics program would be desirable. Hence, the second step was to construct appropriate instruments for identifying present practices and for determining the relationship between these practices and the concepts. The questionnaire method was used to obtain information and reactions from administrators in the Michigan secondary schools with respect to the purposes, organization, content and status of the home economics education program in Michigan.

The study of attitudes and practices had three distinct phases. The first consisted of the development of instruments, the second the selection of the population and third an analysis of the findings with suggestions for possible changes. The entire project was planned, designed and executed on the simple premise that unified responsibility increases efficiency. Involvement teams were utilized at the very beginning, consisting of teachers in graduate classes, teacher educators and supervisors of home economics education and administrators in secondary schools.

The Instruments - Selection and Organization

An analysis of the literature and research studies revealed major ideas in the areas of purposes, organizational patterns, content and outcomes. An interview sheet containing information about certain aspects of the home economics program was prepared and used by members of two graduate classes conducted by the writer.

Approximately fifty persons participated in the interview process through contacts with local administrators in the respective schools where they were employed as teachers. A skeleton instrument was developed using the ideas from the literature and suggestions from administrators, teacher educators and teachers. In brief, the concepts used for studying the practices and attitudes are stated as follows:

1. The homemaking and/or home economics program is planned and developed to:

   a) Prepare students for homemaking responsibilities and activities to achieve family well-being.

   b) Help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources.

   c) Fit persons for useful employment and develop competent workers.

2. The homemaking and/or home economics program meets the following conditions:

   a) The program is planned as an integral part of the total school program.

   b) There is a comprehensive program serving the needs of individuals and groups in the community.

   c) The local program centers instruction on the needs, interests, problems or concerns of individuals and families in the local situation and the field of home economics in relation to these needs and interests.

3. The homemaking and/or home economics program includes the following provisions:

   a) Most phases of homemaking are included at the high school level of instruction.

   b) Opportunities are provided for students to learn by doing, involving actual experiences with real materials and/or persons in all areas of family living.

4. The program in homemaking and/or home economics education has gained the support of local groups and individuals because its value in the school curriculum has been established.

During the fall 1964 "follow-up program" at which time graduates from Michigan State University serving as teachers in Michigan secondary schools were contacted in their first teaching position, the writer interviewed the superintendent, principal and/or counselor in each of the schools visited. The interviewed group consisted of approximately seventy-five administrators in forty-three schools. This phase of the study was extremely valuable in that the suggestions offered by the administrators provided substantial evidence for utilizing the proposed basic concepts. For illustration in the section on "Status," ten suggestions made by the administrators became statements which defined the nature of the status of the program. Therefore, in all sections of the questionnaire, the concepts were supported by concrete illustrations of application and evidence for recording the achievement and degree of practice. A four point measuring device was proposed during the interview procedure which assisted the respondents with recording the degree of practice evident in the specific local school program. All ideas received from administrators were incorporated in the questionnaire. The data gathering instruments were used with a sampling of twelve persons including superintendents, principals and counselors at the time of the spring 1965 follow-up visits and changes were made at the recommendations of the administrators. The revised instrument was sent to superintendents, principals and counselors in each of the schools in the population sample.

A second questionnaire was prepared for the home economics teacher who was likewise a member in the selected population sample. Four persons within the school were, in many instances, providing information about the home economics education program. The questionnaire to teachers consisted mainly of information about the content and organization but similar items on attitudes contained in the instrument to administrators were also included. Copies of the questionnaires are found in Appendix I.

The Population - Stratification and Sampling

The population was defined as the secondary schools in Michigan and a random sampling of schools provided the data. The selection aimed to reflect variation in type of school (Class A, B, C, and D), the curriculum (vocational and general), and administrative personnel (superintendents, principals and counselors in guidance).

Each of the schools selected maintained a home economics department at the secondary level and these were listed in the Directory of Home Economics Education Personnel in Michigan for 1964-65. In addition to the required listing of a home economics program, the school needed to be classified according to the Michigan High School Directory 1964-65 school year as to Class A, B, C or D. The directory is a publication of the Michigan High School Athletic Association and is titled the Michigan High School Association Bulletin. The directory includes the name of the high school, the class, the name of superintendent and principal. Table 1 illustrates the classification limits.

TABLE 1

CLASSIFICATION LIMITS MICHIGAN
SECONDARY SCHOOLS[1]

Class School	School Population
A	1,100 or more
B	450 - 1,099
C	250 - 449
D	Less than 250

A third source of information required in the selection process was the Michigan News-Letter Guidance, Counseling and Testing. The publication comprises a Counselor Directory which lists the names of guidance directors in the Michigan secondary schools.

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[1] Michigan High School Athletic Association, Michigan High School Directory, Vol. XLI, No. 4-S (Lansing: Department of Public Instruction, 1964), p. 237.

With the aid of three directories, publications of the Michigan State Department of Education, an authentic sampling was assured.

The first step in determining the population was to calculate the total possible number from which the choices would be made. According to the Directory in Home Economics Education, four hundred seventy-eight towns met the qualifications. A home economics program was reported in at least one local secondary school and the school was classified in the Athletic Bulletin. Nine towns containing programs in home economics, however, were not usable because no rating had been reported in the Bulletin. Thus, four hundred seventy-eight towns and cities constituted the total population. In selecting the sample one-third of this number or one hundred fifty-nine towns and cities was considered an acceptable number and cooperation was requested from the administrator in charge of the secondary school program. One hundred nine towns accepted the invitation to assist with the study while fifty towns or cities did not reply to the request. One hundred twelve Home Economics programs--sixty-nine vocational and forty-three general--were existent in the sampling. The respondents supplying data totaled two hundred seventy-seven with ninety-eight superintendents, one hundred three principals and seventy-six counselors. The sampling of sixty-eight home economics teachers with thirty-seven vocational and thirty-one from general programs was in addition to the administrative personnel. Thus, the total number of respondents supplying information for the study consisted of three hundred forty-five persons from Michigan Secondary School programs. Tables 2, 3, 4, 5 and 6 found in Appendix II explain the distribution of responses.

Analysis of the Findings - Suggestions for Change

The data were organized according to the major issues explored in the survey--purposes of the program, organization and content, and status. A second plan for studying the responses was to classify the answers as to size schools, namely A, B, C and D. Finally, the responses were arranged in categories noting types of programs in home economics education, such as reimbursed or vocational and general.

A quantitative analysis was attempted to discover the number of responses in each program area studied and relating these to size school and type program. The findings were presented numerically in Tables and Figures using percentages as means to report and explain the specifics of the responses. The totals do not equal one hundred per cent because of the "no replies" to items in the questionnaires. A second analysis showing relationships within certain aspects of the home economics program was presented graphically. The relationships considered were:

1. The attitudes and practices reported by superintendents, principals and counselors as these pertained to purposes, status and program organization.

2. The attitudes and practices reported by superintendents, principals and counselors in vocational and general education programs.

3. The attitudes and practices reported by superintendents, principals and counselors in Class A, B, C and D schools.

CHAPTER III

HOME ECONOMICS EDUCATION IN THE SECONDARY SCHOOLS

Introduction

Increasing numbers of boys and girls in the United States are now receiving a secondary school education. Educators, therefore, are concerned that the secondary school curriculum meets the needs of these youths. They are studying reasons why students drop out or remain in school and identifying ways and means to improve and accelerate learning. In the United States, there is general agreement that a realistic secondary school education should prepare a boy and girl for work, for citizenship and for satisfying home and family life.

Preparing youth for satisfying personal, family and community life is the combined task of teachers of every subject in the secondary school. There is one field of subject matter, however, in which attention is primarily devoted to preparation for home and family living, and that is home economics and/or homemaking education. Teachers of the subject are especially trained to deal with home and family problems in their teaching. It is natural, then, that much responsibility falls on them for the development of the overall program of home and family life education in the secondary school.

Home economics education is a synthesizer of new knowledge for use by the family. It has been likened to a catalytic agent for continuous improvement of life within the home, beginning with the youngest member and inclusive of the entire family cycle. The rich productivity of the sciences and of technology is transferred into family living. One tends to believe that one's own subject has unique opportunities and in the case of Home Economics this claim can readily be substantiated.

The title by which the subject is called has been widely discussed. Is it homemaking, home economics, personal living, home arts, domestic science, food, clothing, family living? It is difficult to define and still more arduous to confine it as being an art or a science. It is a field of knowledge which is a blending of the arts and sciences and leading to further understanding of both. Home Economics borrows much from both groups of knowledge, but it is also capable of contributing far more to them than has been realized. Coon[2] found that the term "Home Economics" preferred by the Lake Placid group was one of the two most frequently used in public secondary schools while "Homemaking" was a title for more courses than "Home Economics" and in more vocational than nonvocational courses. "Family Living" was found to be the third highest of vocational courses while "Clothing" and "Food" were third and fourth in order of frequency for the nonvocational courses.

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[2] Beulah I. Coon, Home Economics in the Public Secondary Schools, U.S. Department of Health, Education, and Welfare OE - 83010, Circular No. 661 (Washington: Government Printing Office, 1962), p. 75.

Coon[3] mentioned that some degree of relationship between the sciences and their application to home and family was apparent upon reviewing the emphasis placed on Home Economics during the Lake Placid conference in the early 1900's and that reflected in the committee report on Philosophy and Objectives of the American Home Economics Association in 1959. However, with the changing nature of the society and the impact of the environment on the family and home, the focus has shifted more conspiciously to the individual and family and encompasses to a greater degree the consumer and relationship aspects in Home Economics.

Van Horn[4] reported that home economists in education are facing the greatest challenge ever presented to them. That challenge is to education for home and family living in a way that has not been done before. She praised the excellent accomplishments in the past years but life today is quite different from that when the first vocational education act was legalized. When the law was passed the society was predominately rural; homes were charged with a major function of production of goods and services for the family. Today the society is urban with two-thirds of the national population living in cities or urban communities. Today teaching of home economics is not from the point of view of production but from the primary premise of consumption. When the Smith Hughes Act was passed and the policies for administering this act were formulated; it was decided that Home Economics as one of the vocational fields would be a non-wage earning vocation. It has been difficult during these years to clarify the concept that a vocation does not of necessity involve wage earning. Home Economics is a vocational field, but not one of the fields which has placed emphasis on preparing people to earn. The result is that one of the major challenges confronting Home Economics is the challenge of tradition. The tradition has been accepted in home economics education and the administrators find it difficult to believe that this field should assume any responsibility to train girls and women for wage earning in home or community service occupations. The only way to face the challenge of tradition is to review and analyze the situation in which families now operate and move away from living in a world nearly fifty years ago. Possibly a more positive point of view would be to accept the "challenge of change." If the subject is to continue as a vital part in American education, it must remain alert to the changes in our society. This is particularly evident as the role of women continues to be altered. Our concern for the roles of women and the implications for the home economics curriculum is well accepted. It is imperative that this area of study develop an awareness of the importance of maintaining the stability and solidarity of the home while filling a dual role and to help youth effectively assume responsibilities as members of families and wage earners. This can be accomplished only if we recognize that the homemakers role is changing, and Home Economics will have to change with it.

No single part of the school's program will insure education for a satisfactory family life. To make certain that this type of education is available, the local school program should provide opportunities for improving the lives of family members. A broad curriculum is, therefore, built around activities, needs and interests of all phases of family living. It considers, too, many varieties of family life represented in America. The environment best adapted to learning about family life is the home.

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[3] Beulah I. Coon, Home Economics Instruction in the Secondary Schools (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), p. 3.

[4] Rua Van Horn, Address, presented before meeting of American Vocational Association, Home Economics Section, Atlantic City, December 11, 1963.

Purposes of Home Economics and/or Homemaking Education

Basic to the building of a sound program for the secondary school is the need to understand the purposes which education in homemaking may serve. Home economics education today is as much involved with the social development of the student as with the development of particular skills and the acquisition of knowledge. The school program is focused on learning to develop abilities needed in the home and in family life today. These abilities imply understandings basic to making decisions which involve the wise use of human and material resources as well as the application of science and art principles in everyday living in the home.

The program is planned to help boys and girls gain some homemaking skills and an understanding of human relationships which will help them to achieve more satisfying home living in their families today and later as they establish homes of their own. An assumption basic to the teaching of homemaking in the secondary schools is that education can assist students to discover better ways of meeting the situation in which they find themselves. This is consistent with the attitude in this country that it is important to accept those changes which contribute to a better way of living. When this kind of philosophy prevails in a country where new ideas, new products, and new processes are constantly being introduced, each new generation lives in homes which are quite different from those of their parents and grandparents. Education which aids young people to recognize and place value upon aspects of home and family living amid the rapid changes is vital in such a country. It is regarded a responsibility of both the home and school in the United States. Vocational programs are designed to prepare for homemaking and have an important part in secondary education. These programs usually give major attention to human relationships, child development and the management aspects.

The effective homemaking and/or home economics program is realistic in recognizing the conditions under which families are living today. Changes occurring in society are reflected in homes, often increasing the pressures there and bringing new problems which did not exist a few years ago. More married women are working, more women are carrying community responsibilities, more young people are involved in organizational activities. The age of marriage is decreasing so that many high school and college students are married and having children. There are more aged today than formerly, bringing new situations to be faced. There are more goods and services available and greater pressures to buy. The population is increasing rapidly and every year a large proportion of families move their residence.

Decisions calling for clear thinking and fundamental understandings are numerous and varied. Family problems of significance are concerned with healthy growth and development of children; structuring a home environment that satisfies members with different interests and abilities; meeting responsibilities in feeding, clothing and housing; judging services to buy with the resources available and maintaining satisfying relations within the home and between the home and community.

Some secondary schools are providing vocational preparation in home economics education. However, the extent to which this is done depends upon several factors -- the number of jobs available within the area for trained persons, the interests of students in a particular speciality, whether the school can best give the training needed, and the resources a school has to prepare for wage earning. There is some question if secondary schools can afford to provide specific preparation for wage earning in areas related to home economics. Yet, all schools with home economics programs can make use of the opportunities within home economics to increase the student's general employability and job satisfaction and assist in giving vocational guidance.

Although the primary purpose of home economics education in secondary schools is to prepare students for satisfying home and family living[5]; some attention may be given to related wage earning opportunities if persons who have certain homemaking skills are in demand in a particular community. Emphasis upon wage earning has never been given to the exclusion of preparation for homemaking activities in one's own present or future home.

Organization of Home Economics and/or Homemaking Education

Homemaking education in the secondary school is generally offered to girls. However, many schools today provide courses for boys. There has been wider recognition that men and women are partners in homemaking and both need assistance with the preparation for home and family life. The offerings may be special classes for boys alone or for boys and girls together. Some schools provide courses in Home Economics for boys and girls which deal with problems of social and personal development. Home and Family Living, an advanced course given at the eleventh or twelfth grades, is generally composed of mixed groups and considered an important aspect of the secondary school program. Here the curriculum recognizes the problems of young adults spending, marriages, young parents and women working outside the home and gives emphasis to home management, family finance, child development and family relations.

A review of the literature and results from research show that the organization of the home economics program has been patterned in several ways and these usually reflect the form of the school organization. Some of the more common plans include: junior and senior high school programs, vocational and general programs, programs by grade levels, elective and required courses, and common learnings and basic programs. That the school provides a variety of opportunities to include Home Economics in the educational program was discovered by Coon[6] in the Report of a National Study -- Home Economics in the Public Secondary Schools.

The organization of the program is often dependent on the size of the community and related to the form of the school organization itself. Home Economics is included in at least three types of school organizations -- the junior high, the junior-senior high and the senior high schools. In some instances, it is scheduled in the four-year high school program. The junior high schools usually are the kinds that have seventh and eighth grades. However, in the larger community a three-year program which includes the ninth grade is organized in the junior high school. For the junior-senior high school seventh and eighth grade programs are existent and three or four years of home economics in grades nine through twelve. When the form of organization in the senior high school is inclusive of grades ten through twelve, courses are offered at each of the years included in the educational program.

The organizational pattern in Home Economics also includes both vocational and general programs. The fourteen year age requirements for students in vocational programs is closely related to the type of program offered. Because of the age of the students, few of the vocational programs are found in the junior high schools.

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[5] Dorothy S. Lawson, "Education for Improved Family," The Bulletin of the National Association of Secondary School Principals, Vol. 48, No. 296 (Washington, D.C.: 1964), pp. 15-22.

[6] Beulah Coon, Home Economics in the Public Secondary Schools (Washington, 1962), pp. 5-20.

If the ninth grade is a part of the junior high organization, a vocational program is included at this grade level. Often schools have a vocational program in the ninth grade and above, but a general program in the seventh and eighth grades. A few schools offer certain courses in the advanced grades in which both students in vocational programs and those in general programs are enrolled. When a school has both types of programs, it is referred to as a "combination" school. The vocational programs are most obvious in the senior high school and in a majority of cases offer three years of study.

Home Economics is organized by grade levels. The number of courses varies and the number per school ranges from a single course in a small school to twelve or more semester courses in the large school. The largest number and proportion of courses appear in the ninth grade with the second highest in the tenth grade. A lesser number of offerings are found in the eleventh and twelfth grades and in the combination of the two grades. There has been a tendency for the ninth and tenth grade courses to become greater as the community becomes smaller. One may ask, "Is this also the situation in other sizes of communities because they reach more students in grades nine and ten?" If an appreciable proportion of the offerings appear in the eleventh and twelfth grades in both small size communities as well as large ones, does this reflect the opportunity for many of the mature students to profit from the courses as well as the less mature in the ninth and twelfth grades?

With many mothers working outside the home and an increase in early marriages, it may be important to have Home Economics in the early years of the secondary school so that students can participate more intelligently in home responsibilities and in making decisions.

The practice of requiring courses is found more frequently in the junior-senior high school organization with emphasis on grades seven, eight and nine. Most seventh and eighth grade courses are required but those in grades nine through twelve largely elective.

Finally, Home Economics has been organized in some secondary schools as a part of the core or common learnings program. If this plan is used, all students have contact with the field of study. An organization built on a two-year basic program with additional offerings in the form of enrichments has been the most frequent form of organization. The additional courses are generally arranged in a sequential pattern and accelerated in difficulty of content and experience. Students tend to select the enrichments in terms of their interests. The several patterns for designing courses have comprised semester, yearly and integrative offerings. Most of the vocational programs are organized on a yearly basis and the general on the semester plan.

Since Home Economics is a blending of the arts and sciences, it is important that the program is representative of the art and science aspects and the teacher is competent in each of the phases. This implies that the program has both depth and breadth at the secondary school level. Broad programs should direct attention to the basic aspects of homemaking and home living. These include:

1. Selection and purchases of goods and services for the home; consumer responsibility.
2. Maintenance of satisfactory personal and family relationships.
3. Selection, purchase, care, renovation and construction of clothing.
4. Selection, purchase, preparation, serving, conservation and storage of food for the family.
5. Care and guidance of children.
6. Selection and care of the house and of its furnishings; choosing, using and caring for home equipment.

7. Maintenance of health and home safety; home care of the sick and first aid.

8. Management of the home, the conservation and wise use of energy, time and money by family members.

Amount of emphasis given to the subject matter areas is flexible. The time spent on each aspect of homemaking is regulated by the teacher according to the concerns of the students and the organizational plan of homemaking offerings in the school. Teaching-learning situations in the school are considered most effective when the environment is conducive to learning. The furnishings, equipment and learning resources need to be in keeping with standards attainable in the community. It is desirable that furnishings and arrangements in the department represent effective teaching and learning.

A significant factor in the success and improvement of the homemaking program is a comprehensive plan for evaluation. The functional and realistic secondary school evaluates the effectiveness of its program, not in terms of ground covered, but the values which give it direction. Evaluation is based upon a clear definition of the goals to be attained and requires many types of evidence--quantitative, qualitative and descriptive--upon which the degree of attainment may be judged. Education is a process of growth in which the behavior of individuals, namely, their ways of thinking, feeling and acting is changed.[7]

New types of tests are developed and available which indicate changes in the behavior of students in the direction of ability to solve problems, attitudes of cooperativeness and social sensitivity, growth in physical and emotional adjustment and the like. Since it has long been recognized that the nature of the testing program largely determines the curriculum, this needs to become a significant forward step in home economics education; for if the programs, with enlightened leadership, are to promote democracy, they must evaluate their product in terms of the opportunities for helping to realize the goal of optimal development of all.

Content of Home Economics and/or Homemaking Curriculum

A school that sees education for home and family living as one of the major goals will include in the homemaking and other offerings, experiences in all areas of family living. A comprehensive program in home economics education is inclusive of all phases of homemaking. In 1934 Helen Atwater, editor of the Journal of Home Economics and Adelaide S. Baylor, Chief of Home Economics Education Service, U.S. Office of Education prepared a statement describing a functional program in home economics. They wrote:

> Its central concept is the home as the setting for personal development and family relationships, and it tends more and more to present as functions of the home rather than as isolated subjects or skills, the care of children; family economics; household management; the selection preparation, utilization, and care of food and clothing; and family relationships. Which of the elements are to receive emphasis under given conditions is held to depend upon the real interests and needs of the

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[7] Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1950), pp. 44-53.

> individuals and families to be reached. Both content and emphasis have varied with the development of our knowledge of the underlying sciences that contribute to home and family life, with the improvement of educational procedures for different education levels, and with the changing needs of our changing social and economic order.[8]

Thus, the content of homemaking courses in the schools is based upon findings of study, research and experimentation as well as practices of good homemakers. As new research is completed, curriculums and methods of instruction in homemaking education are reviewed and revised in light of research findings. Emphasis given to up-to-date content and teaching methods based on research has helped to make Home Economics a subject accepted by laymen and educators in both the secondary schools and colleges of the United States.

Some aspects of Home Economics may appear as a separate area of study, some interwoven with others. The content or parts related to skills have usually been represented by food and clothing. The importance of relationships, management and consumer competence in modern living has given focus to goals and learning experiences in these directions.[9] The inclusion of child development has been evident for a number of years in the more comprehensive secondary school programs. Courses enrolling boys usually include the study of family economics, housing and home furnishings, child care and development, relationships of teenage students to each other and to their parents, personal appearance, selection and care of clothing, food and how it affects health and human relations and other topics of interest to both men and women.

Numerous outcomes in home economics education in the secondary school program will reveal the development of attitudes, interests and appreciations while others will reflect increased intelligent use of resources, wiser decisions and more realistic and functional assistance to the family.[10]

With careful planning, the homemaking curriculum can provide such experiences which contribute to personal growth, initiative leadership, self-confidence and cooperation of able students. When the community is informed about the homemaking program and the school makes certain that the offerings are rightfully interpreted to the school clientele, a deeper appreciation of the program's service to them and their children will result.

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[8] U. S. Department of Health, Education, and Welfare, Education for Homemaking in the Secondary Schools of the United States, Special Series No. 4 (Washington: Government Printing Office, 1955), pp. 2-3.

[9] The Committee on Philosophy and Objectives of Home Economics, Home Economics New Directions (Washington, D.C.: American Home Economics Association, 1959, pp. 4-5.

[10] Beulah Coon, Home Economics Instruction in the Secondary Schools, (Washington, D.C.: 1964), p. 3.

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CHAPTER IV

FINDINGS OF THE STUDY

The need to critically examine the purposes, approaches and outcomes of homemaking and/or home economics education in the local schools appeared increasingly urgent. Persons in a unique directive position in the Michigan secondary schools were considered valid and reliable resources for supplying basic information about the program. If the responses reflected weaknesses in home economics education, a plan of action focused on sound structure and wise decisions could readily bring forth effective revisions. A first step in the direction of change is the approval by those in authority to sanction and encourage the change. Thus, attitudes of administrative leaders toward home economics education and observed practices in the secondary school program were regarded as influential means for recommending revisions in the program.

It was believed that some clarification of the present situation and information about the homemaking program might explain more fully the responses from administrators and reinforce the reasons for their choices. A limited description of the present program precedes the information on attitudes and practices and was submitted by sixty-eight homemaking teachers in the schools selected for the sample.

Program Content: Description of Home Economics Education in Michigan

Course Offerings

Thirty-seven vocational and thirty-one general or a total of sixty-eight schools were studied to determine the nature of the Home Economics offerings. Regardless of class size, the name by which the subject was best identified, "Homemaking" ranked first. Thirty-two of the sixty-eight schools reporting mentioned this title. Other names included Home Economics and Home and Family Living. Table 7, Appendix II shows the titles which were used to describe the present program.

Grade Levels

A second observation revealed that in most cases Home Economics I, Homemaking I and Home Economics 9 were designed as ninth grade offerings. In a few instances there appeared to be a combination of grades. For illustration, Homemaking I and Home Economics I drew from both grades nine and ten, Homemaking II and Home Economics II included grades ten with some additions from grades nine and eleven. The third sequence or Homemaking III and Home Economics III consisted of students from grades eleven and twelve with a few students from the tenth grade. Homemaking IV, Home Economics IV, or Home Economics 12 were generally represented by twelfth grade students.

If other grades appeared, these were limited in number. Home and Family Living usually included students from the twelfth grade.

As the grades tend to be advanced, specifically in the eleventh and twelfth years, the offerings were identified as subject matter content. For illustration, the courses mentioned frequently in the area of housing were Household Design, Home Furnishings, Home Decoration, Interior Design and Housing. The food content was organized into courses referred to as Experiences in Foods, Foods III and IV, Restaurant Management, and Job Training. The area of clothing was most widely represented in a variety of titles. Such courses as Needlecraft, Experiences in Clothing, Clothing III, IV, V and VI were reported as offerings at the more advanced levels in the home economics program.

Frequently, grades were combined to form a course. This practice occurred in grades eleven and twelve and was basic in developing Homemaking IV and Advanced Home Economics. Combination of grades were reported in ten vocational programs as follows: five in Class A schools, two in Class B schools, two in Class C schools and one in Class D schools and five in general programs as follows: three in Class B schools and two in Class D schools making a total of fifteen schools. A combination of grades nine and ten was likewise common in structuring the beginning courses of the home economics and/or homemaking program.

Organization Pattern

Time plan.--The offerings in home economics education were organized on a year basis in all cases with the exception of two vocational and six general programs. The latter were structured on a semester plan. When organizing the program, the sequence plan was predominant except in the cases of general programs in Class A schools where 63.6 per cent reported the courses on an individual selective basis. One-half of the general programs in Class B schools and 40 per cent of the general programs in Class C schools mentioned similar arrangements.

Elective course.--Home economics education was not a required course in a majority of the schools. The following responses indicated that the program was elective: 88 per cent vocational and 100 per cent general in Class A schools; 90 per cent vocational and 100 per cent general in Class B schools; 77 per cent vocational and 80 per cent general in Class C schools; and 75 per cent vocational and 71 per cent general in Class D schools.

Enrollees.--The programs were designed, particularly, for girls with the only course Home and Family Living composed of mixed groups. One-half of the general Class A schools, three-fourths of the general Class B schools, 60 per cent of the general Class C schools, and 57 per cent of the general Class D schools reported Home and Family Living courses as a part of the local school home economics education program. The enrollees were boys and girls. However, two years of Home Economics were required of the girls in order to enroll in the course.

Content.--The subject area most widely represented in the home economics education program was clothing. This situation existed regardless of class size school and type of program--vocational or general. Clothing as a subject for study ranked high at the ninth, tenth, and eleventh grade levels. There tended to be less experiences in clothing at the twelfth grade in comparison with the high percentage mentioned in the lower grade levels. The food content appeared important at all grade levels and in all class schools. A high percentage of instruction in food was noticeable at the ninth and tenth grades with less emphasis at the eleventh and twelfth grade levels. However, in the above illustrations, the offerings in clothing and food were considerably higher than the other subject content reported.

The areas of home economics included less extensively were maintenance of satisfactory relationships, management, personal and family finances, and home furnishings. The responses from teachers indicated that the offerings in the present program were broad in scope and inclusive of a variety of content areas. Data on the content offerings are explained in Tables 8 through 16, Appendix II.

Program Practices: Practices in Home Economics Education in Michigan

Program Purposes

From the literature and official documents, three statements were selected as purposes of the home economics local school program. In consultation with administrators during the follow-up visits to Michigan schools, these were reviewed and accepted. Component parts were defined and clarified in terms of descriptive items. The three purposes and definitive items were responded to by the three groups of participants in the four classes of schools.

Preparation for homemaking.--The typical wording of this purpose was, "Prepare students for homemaking responsibilities and activities to achieve family well-being." In all situations, there was positive agreement between administrators in all class schools that this purpose was basic and applied to a considerable degree in the schools they represented. This means that all items defining the purpose have been used to a considerable extent in formulating the program. There was major emphasis given to Item 3 "acquire some skills to assume responsibilities in the home" and the application ranged from considerable to high achievement.

In describing Item 2 "work cooperatively in worthwhile groups and community activities as suited to maturity" not much recognition was given to the practice in preparing for homemaking.

Responses from superintendents in vocational and general programs showed less agreement in the degree of application of Item 1 "meet personal and social problems of living in the home, school, community"; Item 4 "understand and appreciate the home as a basic unit of society"; Item 6 "provide a laboratory situation where students have an opportunity to practice democratic processes"; and Item 7 "communicate ideas and recognize and use good standards." There were minor differences apparent in the responses from principals and counselors. However, it was evident that there was a lesser degree of application of these than the items pertaining to skills.

Principals in vocational and general programs were not agreed as to the extent of application of Item 4 "understand and appreciate the home as a basic unit of society." The item was assessed to a higher degree in most cases by administrators in vocational programs. Figure 1, Appendix III describes in detail the differences among administrators. Table 17, Appendix II shows numerically the responses from the administrative group in A, B, C, and D schools and in vocational and general home economics education programs.

In general, it appeared that superintendents reported higher usage of the seven items which defined the purpose "preparation for homemaking" and that counselors were cognizant of the application of a majority of items but to a lesser degree. There was a realistic view among all administrators that a major emphasis in home economics education was the acquisition of skills in order to assume home responsibilities.

Use of resources.--The second purpose accepted as a directive for home economics education was stated more completely, "Help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources."

Much agreement existed among the respondents regardless of class schools and vocational or general programs upon the importance of the health concept and the considerable emphasis given to the subject in designing the home economics program. The high percentage of positive responses reported on Item 1 "develop growth toward personal, mental and physical health" and Item 5 "show intelligent use of accepted health practices and wise action on health problems" illustrate the agreement among the respondents in assessing the concept.

In the case of Item 4 "become a more intelligent and economically literate consumer," Class A schools regarded the practice to a considerable degree while in the remaining schools the respondents checked application to a higher extent. There was agreement among superintendents and principals in both vocational and general programs that home economics education must be charged with the consumer assignment. The counselors reported that the consumer aspects were not applied to any great degree and questioned whether the instruction belonged to Home Economics or another discipline.

The replies pertaining to relationships, Item 2 "experience satisfying relationships in family and group living" and Item 3 "acquire knowledge and develop attitudes basic to satisfying living" showed differences of opinions among administrators. In this instance, the application of practice ranged from limited to considerable degrees. A majority of the administrative leaders in all class schools agreed to moderate application. Only in a few cases, differences were observed in the replies from the respondents in vocational and general programs. A slightly lower practice was reported by the principals and counselors while a higher application was mentioned by superintendents.

In general, the five items defining this purpose appeared to have moderate application in the secondary school programs. The health concept was recognized to a high degree in improving the quality of home life with moderate emphasis given to the consumer education aspects of home economics. Table 18, Appendix II and Figure 2, Appendix III explain in detail the responses from the administrative personnel.

Occupational competencies.--The third purpose of home economics education was described more fully as "Fit persons for useful employment and develop competent workers." With the legalizing of the Vocational Act of 1963, much publicity has been given to the subject of wage earning as a directive for home economics education and the acceptance of this purpose for the secondary school program.

Although there has been discussion of the issue, no reliable information is available to determine the feelings of school administrators or the extent of application in present programs. If changes are forthcoming, what emphasis is needed in the area of useful employment as it becomes a directive in the present school program? Table 19, Appendix II and Figure 3, Appendix III explain the responses from the superintendents, principals and counselors in Michigan secondary schools.

In all instances, there was evidence that the items defining the wage earning purpose were less widely practiced than the purposes relating to preparation for homemaking responsibilities and improvement of home life. The recognition of this purpose was expressed in terms of limited and considerable degrees of practice. An analysis of Item 1 "see some possibilities for individual jobs which can grow out of homemaking" showed that superintendents, principals and counselors assess the practice to a moderate degree in the secondary school program. Little differences existed in the responses of administrators representing vocational and general programs. An examination of Item 4 "prepare to make intelligent choice of life work" revealed high agreement among the respondents in all class schools that a limited amount of practice was evident in the home economics education program to achieve this goal. An examination of Item 3 "become a more efficient worker through actual work experience," showed a particularly high response in each of the degree columns. The replies ranged from no provision of application to high degree of practice. Apparently, the use of work experiences or the emphasis placed upon experience in achieving the preparation for useful employment, have not been widely accepted practices. It was obvious that the wage earning purpose had been recognized to a lesser degree as a directive for the home economics education program and the limited to moderate application of the items defining the purpose gave support to this conclusion.

In general, the purposes selected for the study were practiced to a considerable and high degree as reported by the administrative leaders in all class schools and in both vocational and general programs. The greatest emphasis was placed on the preparation of students for homemaking responsibilities and for improvement of home life. Of lesser importance was the preparation for useful employment. It may be inferred from the replies, that the purposes of home economics education in the secondary schools have been fairly adequate and that the program rests on a substantially sound foundation.

Program Organization

Three major ideas were considered in exploring the basic understandings of organization. These included: (1) the program is planned as an integral part of the total school-community program; (2) there is a comprehensive program serving the needs of individuals and groups in the community; (3) the local program centers instruction on the needs, interests, problems or concerns of individuals and families in the local situation and the field of home economics in relation to these needs and interests.

Integral part of school program.--It was very evident that the administrators were in agreement as they responded to the several items defining this issue. Goals and activities in home economics education contributed to the objectives of the total school educational program and application of the practice ranged from considerable to high degree. Agreement was evident among leaders in all class schools. Only in a few cases the judgments by superintendents in general programs and principals in vocational programs, Class A schools, varied as to degree of application. Responses from Class B, C and D schools indicated that goals and activities in home economics education contribute extensively to the secondary program.

A second observation revealed that the activities were interrelated in the life and program of the school. The respondents reported the application of this practice at a fairly high degree. Administrators from all class schools agreed positively to the extent of practice. A study of Item 3 "parents and community leaders participate in planning and developing various phases of the program" and Item 4 "students participate in planning and developing various phases of the program" showed that these practices were obvious to some extent and the involvement of students, parents and teachers was partially realized. Although the responses do not indicate action to a high degree, the column representing practice to a considerable extent was fairly consistently marked by the administrative groups. Table 20, Appendix II and Figure 4, Appendix III reveal the degree to which the home economics program is an integral part of secondary education.

Comprehensive program.--The home economics program has been based upon "home and family life needs" and the respondents mentioned the application of this practice to a considerable degree. Table 21, Appendix II and Figure 4, Appendix III illustrate the consistency of responses from the administrators. It was obvious that all class schools and both vocational and general programs recognize the practice but to a moderate degree.

All respondents agreed positively and to a high degree as they assessed "the suitability and effectiveness of the physical facilities" in the instruction of home economics education. Respondents from Class C and D schools valued the facilities to a lesser degree than did the personnel in Class A and B schools. The "learning aids" appeared to be fairly adequate for the teaching of homemaking. The respondents in assessing the suitability and effectiveness of learning aids gave the impression that Class C and D schools ranked the effectiveness of the resources lower than the administrators from Class A and B schools.

Replies showed fairly high agreement between administrators that the faculty in home economics education was adequately prepared for the instructional task. Only in Class D schools, superintendents and principals in both vocational and general programs ranked the practice to a higher degree while the counselors mentioned the application of practice to a moderate degree.

An examination of Item 4 "provision is made for continuous evaluation of the homemaking program" showed the practice was assessed with some reservation. In all cases, the replies were placed in at least two categories: considerable and high degree practice in Class A schools; little and considerable degree application in Class B, C and D schools. The lack of agreement among administrators and the rather low level of application of evaluation seemed to reflect inadequacy of a significant part of a comprehensive program.

Centers on individuals and families.--An analysis of the organizational goals and learning experiences, Table 22, Appendix II showed that in all items defining the situation, respondents mentioned some degree of application. However, the extent to which the practice was used ranged from limited to high degree. Generally, the application was reported more frequently to a moderate extent. In a few cases, age level as a determinant was more obvious in the selection of experiences than concerns, family tasks and ability levels. There was high agreement between administrators and in both vocational and general programs that selection of experiences based upon the family cycle and patterns of family living were less frequently a practice than that of age groupings. The responses seemed to show application to a moderate degree. It has been a generally accepted practice in home economics education to place emphasis and focus on the family. In this study the point of emphasis appeared to be upon the individual and the specifics within an age level.

A critical review of the eleven items which described the instructional features of home economics education, Table 23, Appendix II revealed several limitations. Utilizing the local situation as a basis for the organization of learning experiences, interrelating home experiences with class work, providing practical application in learning through use of work experiences were among the most conspicuous minority practices. The replies showed limited practice in other aspects of the program such as, visits to homes, community agencies and commercial firms in order to personalize the learning, student club experiences as a part of the instructional program, and the provision of scheduled time in which students and teacher meet in individual or group conferences. There was consistent agreement among administrators that the practices in the above areas received limited to moderate degree of application.

In summary, there was a degree of consistency in the responses from superintendents, principals and counselors. The replies seemed to show a degree of reservation on the part of the administrators in placing value on instructional features which particularly related to experiences outside of the classroom environment. Little differences existed among respondents in vocational and general programs.

A complete study of Tables 20 through 24, Appendix II supported the conclusion that superintendents assessed application of practices somewhat higher than did principals and counselors. The responses revealed a higher degree of practice than did those from counselors. Generally, the replies from administrators in vocational programs mentioned somewhat higher values than those in general programs.

Program Content

Information about the home economics education program content was obtained by examining two major ideas: (1) most phases of homemaking are included at the high school level and (2) opportunities are provided for students to learn by doing and involve actual experiences with real materials and/or other persons in all areas of family living. It was believed that the general nature and scope of the program would be more clearly visualized if titems describing the content were directed to subject matter and experience opportunity.

Varied phases of home economics.--An analysis of Table 25, Appendix II showed that the food area of study was checked by all respondents as being applied to a high degree in the secondary program. There was consistent agreement between the administrative personnel and in all class schools as well as vocational and general programs that the food content was of major importance. A similar situation existed when the clothing content was reviewed. Much importance was attached to the acquisition of skills to assume responsibilities in the home. Food and clothing areas of study were regarded as valuable aspects of the program and received high recognition from the respondents. Upon examining the housing content which included furnishings and equipment for the home, there appeared to be agreement among the respondents that this area was emphasized to a considerable degree in the home economics education offerings. The replies from Class A school administrators indicated that the subject of housing was applied to a more extensive degree than the administrative leaders in Class B, C and D schools.

Items relating to "improving manners," "understanding one's self," and "personal grooming" appeared similar in importance and recognized to a fairly high degree in the program. The improvement of the individual learner was assessed at high level of application in all class schools and regarded important by both vocational and general program administrators. The replies ranged from considerable degree of application to high degree. Table 26, Appendix II explains more specifically the responses from the administrators.

In appraising the extent of practice in the areas of child development and family relationships, there was less application evident in the school program. Table 27, Appendix II showed that the respondents tended to assess the practices in the two areas of study at moderate to high degrees. Home economics teachers are agreed that the content is more abstract in organization and often the emphasis on actual experience more difficult to pursue.

As the schools advanced in size, the courses became more specialized in nature. This situation was particularly evident in the areas of housing, family living and child development. Class A and B school programs reported the practice of specialization to a fairly high degree. Counselors tended to see the application of child development and family relationships content areas to a little extent more frequently than to a high degree.

Opportunities for experiencing.--A study of the opportunities for students to learn by doing and which involve actual experiences indicated that the respondents reported three levels of application: (1) to a little degree, (2) to a considerable degree and (3) to a high degree. In several cases the "little degree" column was checked more frequently than the "high degree" category.

An analysis of the responses relating to "attitudes toward homemaking," "use of community projects" and "use of laymen in classroom activities" is found in Table 29, Appendix II. These items which described the experiencing procedures within the content area were practiced to a fairly low degree. When the items involved teaching-learning processes, such as "develop learning skills as surveys, interviews"; "use of directed study"; "use of student committees"; "pertinent group discussions"; "frequent opportunities for oral and written expressions by students," there was a tendency to recognize the practices to a considerable degree and less frequently to a high degree. Table 28, Appendix II showed rather high agreement in the replies from superintendents, principals and counselors. What was designated as a practice to a considerable degree in Class A schools also was true in Class B, C and D schools.

Table 30, Appendix II shows the responses which focus on "the development of leadership" (Item 5) and the "source of problems for study" (Item 10). In assessing the degree of application of these items, it was interesting to observe that several levels were mentioned by the administrators. Respondents reported application to a limited degree and more frequently to a considerable degree. However, the high degree application of the Items 5 and 10 was reported less frequently than the little and moderate degrees. Although all class schools conceived the practice as applied to a considerable degree, Class A and B schools mentioned application to a slightly higher degree than the Class C and D schools. There was greater agreement in the Class B schools between the superintendents, principals and counselors. This was true, likewise, in the responses of administrators from vocational and general programs.

In summary, the practices mentioned in the home economics education content revealed a fairly well balanced choice of offerings ranging from high selections in food and clothing to less recognition of relationships and personal improvement. When the program was advanced in years, more selective offerings appeared in home economics education and these generally were specialized in nature. Although the family is the central focus of home economics education, learnings about the individual as a family member and the living with children do not appear to be predominant features of the program.

Seemingly, the image of home economics education reflected in the content section of this study was that of food, clothing and housing. The classroom as a learning environment for resolving community problems was not a widely applied practice. Opportunities for students to learn though actual experiences with real materials and/or persons in all areas of family living were limited and application reported at a fairly low degree. Apparently this concept is an underdeveloped part of the secondary school education program.

Program Status

Administrative leaders in the secondary schools appeared quite conservative in estimating the status of the home economics program. Figures 6 through 10, Appendix III compare the responses of superintendents, principals and counselors in vocational and general programs in Classes A, B, C and D schools. A second comparative analysis is evident in Figure 11 which reports the total responses of all superintendents, principals and counselors. Tables 24 and 31, Appendix II show the percentage distribution of responses from administrators on the status of the program.

Support from community.--The local community has a reasonable understanding of the home economics secondary school program. The principals reported the application of this item more frequently than superintendents. This was true for both vocational and general programs. The responses from counselors in vocational programs indicated application of the item to a fairly high degree.

Some disagreement among administrators existed in the assessment of the concept "local groups expect the program to be broad in scope rather than limited in content." In all class schools, the replies were spread among the four categories describing the extent of application--none, little, considerable and to a high degree. Higher appraisal was recognized from responses of principals and counselors particularly in general programs. However, major emphasis was placed on application at "little and considerable" degrees. It is probable that the local community conceives the home economics program as one reasonably broad in content, with additional offerings beyond food and clothing. Items 1, 2 and 3 revealed that the program in the secondary school was locally approved and supported and the practice was evident to a moderate degree. Table 24, Appendix II describes in detail the extent of support received from the community.

Improved practices in living.--Most respondents agreed that "education for effective homemaking in today's world is needed--persons are not innately good homemakers." Table 31, Appendix II, Item 5 shows a moderately high value placed on the concept and administrators mentioned the practice at moderate to high degree. The respondents expressed varying positions in examining and discussing the idea that "homemaking education has potential value for all students." Principals in both vocational and general programs in all class schools considered the practice to a limited degree. The replies showed 63.63 per cent in Class A schools; 56 per cent in Class B schools; 41.18 per cent in Class C schools and 54.44 per cent in Class D schools with vocational programs. The principals in general programs replied similarly but at a lower estimate ranging from 30 to 44.44 per cent.

Upon examining Item 3 "local groups believe the program should be adjusted to local conditions and to changes which have taken place," wide differences of opinions were evident. The replies were more frequently in the "limited" and "considerable" extent columns. There was consistently high agreement among superintendents in all class schools as they reported the application in their respective schools--45.45 per cent in Class A schools; 58.33 per cent in Class B schools; 62.50 per cent in Class C schools and 70 per cent in Class D schools. A similar situation existed in the replies of principals in vocational programs as relatively high percentages of practice were expressed. Only minimum differences were evident in the responses from administrators in vocational and general programs. However, the extent of practice was slightly lower in general programs.

A study of Item 4 "teaching is geared to present day realities in the subject matter areas" and Item 6 "program utilizes specific aspects of many subject fields with a focus on the home and family" showed that the respondents regarded rather consistently the value of home economics education in improving family living. Practices were reported more frequently in the moderate and high categories. There were differences in the replies from persons in vocational and general programs but in general a rather consistent degree of similarity between superintendents, principals and counselors. All class schools tended to place like values on the application. Table 31, Appendix II provides specific information from the respondents and a basis for the conclusions.

A study of Table 24, Appendix II, Item b provides some evidence that improved practices in family living resulted from the program in home economics education. The administrators appraised the application at limited to moderate degrees. This rank was similar in all class schools and fairly consistent among superintendents, principals and counselors. There was a tendency for superintendents to regard the practice at a higher level of application than the other administrators. Representatives from vocational programs mentioned a higher degree of application.

Improved practices in family living were realized through the program offerings and considerably strengthened the position of home economics education.

Changes in students.--In considering the personal growth of individuals reached by the program all class schools reported considerable extent of practice. A similarity of estimates of application from superintendents in both vocational and general programs was obvious in the following: Class A - 90.91 per cent vocational and 54.56 per cent general; Class B - 58.33 per cent vocational and 77.78 per cent general; Class C - 50 per cent vocational and 83.33 general and Class D - 50 per cent vocational and 63.64 per cent general. A study of Item a, Table 24, Appendix II showed that the respondents tended to appraise the practice as limited to moderate degree of application.

As administrators referred to evidences of desirable changes in students, replies were frequently recorded in the limited and moderate degree categories. More similar values appeared among superintendents and principals who reported the application to a moderate degree. Differences were evident in the responses from superintendents and principals in vocational and general programs. No set pattern was apparent in that the appraisal from respondents in Class A schools representing vocational programs was higher while assessment in Class B, C and D schools was higher in general programs. More consistency was evident in the replies from principals who tended to report similar values in both vocational and general programs. Examination of Item d, Table 24, Appendix II gave support to this conclusion.

An analysis of Item 7 "program contributes to general education of individuals," Item 8, "homemaking education has potential values for all students," and Item 9 "homemaking is intellectually stimulating," Table 31, Appendix II revealed consistent agreement among all administrators that home economics education contributed to the local school program and changes in behavior of students resulted from instruction. The appraisal was made at a considerably high degree and the practices reported in all class schools were assessed moderately high in bringing about changes in students.

In response to Item 9 "homemaking is intellectually stimulating," superintendents and principals representing vocational programs were in agreement that the offerings were regarded intellectual to a considerable degree. However, the assessments were made at a rather high degree estimate. For example, the replies revealed the following: (1) class A schools with vocational programs - superintendents 45.45 per cent and principals 90.91 per cent; (2) Class B schools with vocational programs - superintendents 54.17 per cent and principals 80 per cent; (3) Class C schools with vocational programs - superintendents 68.75 per cent and principals 52.94 per cent and

(4) Class D schools with vocational programs - superintendents 60 per cent and principals 63.64 per cent.

That "Home economics is a matter of training people to do things--to perform" (Item 10) was recognized by the administrators to a moderate degree. It was interesting to observe wide ranges in the estimates from the respondents. Table 32 reviews the positive replies presented by the administrative personnel.

TABLE 32

"HOME ECONOMICS IS A MATTER OF TRAINING PEOPLE TO DO THINGS."

Class and Type School	Percentage "Yes" Replies		
	Superintendents	Principals	Counselors
Class A school			
Vocational	45.45	63.63	50.00
General	54.55	33.33	46.67
Class B school			
Vocational	75.00	60.00	47.62
General	33.33	50.56	50.00
Class C school			
Vocational	43.75	58.82	70.00
General	66.67	60.00	33.33
Class D school			
Vocational	80.00	45.45	-----
General	54.55	40.00	75.00

That the program brings about changes in students was ranked at the considerable extent level. Some replies appeared in the "little" extent column and the large percentage of response does cause some concern about the program. Figure 6, Appendix III and Tables 22, 23 and 24, Appendix II report the specifics mentioned by the administrators.

An analysis of the ten items in Table 31, Appendix II which define the status of the program reveals that in a majority of cases, the assessments remained within "considerable to high" degree practice. Some differences existed between the administrators but only to a small extent.

Reaches large numbers.--An analysis of Item c, Table 24, Appendix II showed that in all class schools, there was fairly consistent agreement among the respondents as to moderate and limited application of the practice. In a majority of cases, greater agreement was apparent as the respondents checked the limited degree column. However, a higher percentage of responses was recorded in the moderate extent category. Administrators appeared relatively certain that a large number of persons who could benefit by the program in home economics education were being reached.

Some mixed feelings were apparent in the responses from administrators as Item e, Table 24, Appendix II was studied. Differences in values were revealed between representatives from vocational and general programs as well as among superintendents, principals and counselors as an appraisal of the issue "the program is understood and participated in by the students in the high school and the people in the community" was attempted. In only one segment of the appraisal was there some degree of consistency. All persons reported the practice at a moderate to limited extent in their respective schools. The appraisal appeared most frequently in the moderate degree category but not consistently by the three groups of respondents.

The administrators reported that the program was needed in bringing about "effective homemaking in today's world." In general, the responses were checked in the considerable to high degree columns. Table 31, Appendix II summarizes items which support the program and make it available to community groups.

Program Attitudes: Attitudes and Beliefs About Home Economics Education in Michigan

Certain aspects of home economics education were explored in the study. Twelve items were presented in the form of questions. Administrators were asked to reply positively, negatively, or with some uncertainty to each of the questions.

An analysis of the responses served to indicate their beliefs about these various parts of the program. Table 33, Appendix II shows the replies from the three groups of administrators.

Some Specific Attitudes

Grade levels.--There was agreement among the superintendents, principals and counselors both in general and vocational programs and in all classes of schools that home economics education was desirable for all grades, nine through twelve. However, the largest percentage of positive responses favored the subject as ninth and twelfth grade offerings in the school curriculum. Less emphasis was placed on the subject in the second and third years.

Enrollees.--There was high agreement that home economics education was a "sure subject" for girls and that the female secondary school population tends to be so directed. That the subject has a place for mixed groups was also recognized from the replies. Particularly were the responses pointed to mixed groups as members of home and family living classes. There was some indication that the subject is not highly acceptable as a course for boys. Information of another type tended to support this belief. During the 1964-65 school year, the Home Economics Division of the State Department of Education in Michigan reported 427 schools in 355 school districts having vocational home economics programs, grades nine through twelve. In the 427 schools there were 55,443 students with 3,757 boys and 51,686 girls.[11]

Considering the ability level of the home economics student, the average ability student was the most obvious member of the classes. The slow learner was a runner up and the higher ability level student was third in rank order. This belief was more apparent from the respondents of Class A and B schools and from the replies of principals and counselors. The responses also indicated that majority of members enrolled in the courses were from the middle socio-economic class. However, the replies showed some students from lower and higher levels but in a smaller proportion.

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[11] Statement by Mrs. Rex Todd Withers, Chief of Home Economics Education, State Department of Education, Lansing, Michigan at Eighteenth Annual State Conference for Home Economics Teachers, November 12, 1965, Pantlind Hotel, Grand Rapids, Michigan.

Some Questions About Beliefs

A number of questions were focused on program emphasis, resource materials and expectations of students. An analysis of the replies afforded an opportunity to explore the thinking of administrative personnel in the secondary school programs in Michigan.

Question 1. Should there be a state guide for home economics education?

In all cases, the responses seemed to favor a guide but with some reservation. The replies from Class C and D schools were more receptive to this type of instructional and resource material. Principals and counselors tended to give a negative reply more frequently than superintendents. The "uncertain" replies appeared to be a rather large item and more frequent among superintendents and principals.

Question 2. In view of the requirements for graduation from high school, would a course in general homemaking at 10th or 12th grades (above the 9th) have value for potential dropouts?

There was high agreement among all administrators in all class schools that a course in general homemaking would have value for potential dropouts. Although the respondents placed greatest emphasis in home economics education at the ninth grade, a course at the tenth grade was fairly well received by the administrators regardless of class schools and vocational and general programs. The counselors appeared to give greatest support to the idea.

Question 3. Does home economics education have value for students who graduate?

The replies seemed to reveal that the subject was desirable for high school graduates. The superintendents from all class schools gave considerable support to home economics education.

Question 4. Is home economics education overemphasizing the secondary school program and underemphasizing the young adult program?

Question 5. Is home economics education being underemphasized at the secondary level?

There was a strong consensus of opinion that the program was quite satisfactory and the emphasis placed on the subject was adequate. In response to question 4, 66.67 per cent of the counselors in vocational programs, Class D schools, reported "yes" while 75 per cent in the general programs indicated "no." The counselors, 40 per cent in general programs, Class A schools indicated a feeling of overemphasis. Finally, 47.06 per cent of the principals in vocational programs, Class C schools reported "uncertain" and 35.29 per cent in general programs answered "no."

An analysis of question 5 where the issue was one of underemphasis of the program, the replies showed some disagreement among respondents that home economics education was underemphasized in the secondary school. The "no" responses may be summarized as follows: superintendents Class A schools, vocational 63.64 per cent and general 54.55 per cent; Class B schools, vocational 58.33 per cent and general 55.56 per cent; Class C schools, vocational 68.75 per cent and general 83.33 per cent; Class D schools, vocational 90 per cent and general 72.72 per cent. The replies from principals include: Class A schools, vocational 54.44 per cent and general 53.33 per cent; Class B schools, vocational 56 per cent and general 44.44 per cent (no) and 55.56 per cent (yes); Class C schools, vocational 47.06 per cent and general 80 per cent; Class D schools, vocational 45.45 per cent and general 80 per cent. In the case of counselors the responses were: Class A schools, vocational 70 per cent (yes) and general 60 per cent (yes); Class B schools, vocational 61.90 per cent (yes) and general 50 per cent (yes); Class C schools, vocational 50 per cent (no) and general 66.67 per cent (no); Class D schools, vocational 66.67 per cent (no) and general 75 per cent (uncertain). The differences expressed in question 5 were less obvious than the replies mentioned in question 4.

Question 6. Do demands for skills necessitate a change in objectives in home economics education?

It was quite apparent from the replies that the present objectives were quite adequate as they provide direction for the home economics education program. The responses showed no changes in objectives were necessary. In all cases, 50 per cent or more of the informants checked the "no column" for the reply.

Question 7. Should home economics education be offered at the junior school level?

The replies were particularly interesting because of the high degree of positive support given to the junior high school program. Table 34 shows the replies from the administrators.

TABLE 34

RESPONSES SHOWING NEED FOR HOME ECONOMICS IN JUNIOR HIGH SCHOOL

School Class and Program Type	Percentage "Yes" Replies		
	Superintendents	Principals	Counselors
Class A school			
Vocational	81.81	90.90	100.00
General	100.00	100.00	100.00
Class B school			
Vocational	87.47	80.00	85.70
General	100.00	88.89	100.00
Class C school			
Vocational	81.25	88.23	80.00
General	100.00	80.00	66.47
Class D school			
Vocational	80.00	54.54	33.33
General	81.81	70.00	75.00

Question 8. Is maximum use being made of resource material in the organization and teaching of the subject?

An analysis of the responses indicated mixed feeling about the maximum use of resources. The replies with the highest numerical count are described in the following table.

TABLE 35

USE OF RESOURCE MATERIAL IN ORGANIZATION AND TEACHING

School Class and Program Type	Percentage of Responses		
	Superintendents	Principals	Counselors
Class A school			
Vocational	45.45 y	63.63 y	50.00 n
General	45.45 n	53.33 y	33.33 n
Class B school			
Vocational	37.49 n	40.00 n	52.37 n
General	55.56 n	66.67 n	50.00 n
Class C school			
Vocational	62.50 y	58.82 n	60.00 n
General	66.64 y	60.00 y	33.33 n
Class D school			
Vocational	60.00 y	55.54 n	66.67 y
General	63.63 y	50.00 y	75.00 n

y = Yes
n = No

The number analysis seems to show that maximum use was not being made of resource material in the organization and teaching of home economics education in the secondary school.

Question 9. Does home economics education make a contribution to job opportunities and competence for the high school student?

Although numerically the percentage is varied, the replies are positive. They seem to reveal that home economics education does make some contribution to job opportunities and competence. Table 36, page 32 summarizes the highest responses.

Question 10. Would you prefer the curriculum in home economics education directed to home and family living?

The replies showed mixed feelings about a curriculum directed to home and family living. Although the majority of responses indicated a positive attitude, the percentage representation was not large enough to show a strong positive position and a high degree of preference. Table 37, page 32 shows the highest percentage of response.

TABLE 36

CONTRIBUTIONS OF HOME ECONOMICS TO JOB OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

School Class and Program Type	Percentage of "Yes" Responses		
	Superintendents	Principals	Counselors
Class A school			
Vocational	90.90	90.90	90.00
General	54.55	53.33	66.66
Class B school			
Vocational	74.99	60.00	71.42
General	88.89	55.56	80.00
Class C school			
Vocational	87.50	64.70	70.00
General	83.30	60.00	66.67
Class D school			
Vocational	70.00	54.54	66.67
General	45.45	60.00	*100.00

* = Uncertain responses

TABLE 37

SHOULD THE CURRICULUM BE DIRECTED TO HOME AND FAMILY LIVING?

School Class and Program Type	Percentage of Responses		
	Superintendents	Principals	Counselors
Class A school			
Vocational	45.45 n	45.45 n	50.00 n
General	54.55 y	40.00 u	79.99 n
Class B school			
Vocational	70.82 n	40.00 y	71.42 y
General	44.44 y	55.56 y	50.00 y
Class C school			
Vocational	37.50 u	64.70 y	60.00 y
General	49.98 u	60.00 y	33.33 y
Class D school			
Vocational	50.00 y	45.45 y	66.67 n
General	72.72 y	40.00 y	50.00 y

y = Yes responses
n = No responses
u = Uncertain responses

Question 11. Should the home economics program be designed for both boys and girls?

As was mentioned previously in the study, the administrators were rather positive in their responses that home economics was for girls but mixed classes were acceptable in advanced courses such as "home and family living" in grade twelve. The beliefs seemed to show that the subject is acceptable for both boys and girls. Summarizing the highest percentage of replies, a positive view was expressed.

TABLE 38

HOME ECONOMICS PROGRAM FOR BOYS AND GIRLS

School Class and Program Type	Percentage of "Yes" Responses		
	Superintendents	Principals	Counselors
Class A school			
Vocational	90.90	90.90	90.90
General	54.55	73.33	66.66
Class B school			
Vocational	62.49	60.00	76.18
General	44.44	66.67	90.00
Class C school			
Vocational	75.00	58.42	80.00
General	66.64	80.00	66.67
Class D school			
Vocational	80.00	63.63	*66.67
General	72.72	40.00	50.00

* = No responses

Question 12. Are facilities and resource materials being evaluated as a part of the teaching-learning situation and being adjusted to curriculum improvement?

An analysis of the responses showed that facilities and resource materials are being evaluated as a part of the teaching-learning situation and likewise adjusted to curriculum improvement. Previously in the study, limited to moderate use of resource materials in the organization and teaching of home economics education was reported. However, facilities are strongly considered as an important part of the curriculum and attempts were being made to appraise the facilities. Additional comments seemed to infer that changes are made as a result of the appraisal. The replies showed that superintendents in all class schools and representing both vocational and general programs assessed the practice to a considerably high degree with percentages ranging from 72.72 per cent to 91.65 per cent. High application was reported by principals with replies ranging from 60 per cent to 100 per cent. Counselors reported a positive application with degrees ranging from 40 per cent to 100 per cent. The counselors in Class D schools and representing vocational programs reported 66.67 per cent "no" response. In all other cases the replies showed that facilities were adjusted to curriculum improvement.

Question 13. Should there be measurement of students' understanding in various areas of home economics (child development, clothing, etc.) at the several grade levels?

(a) before and after instruction

(b) with various types of devices related to the objectives

The replies from administrators revealed interesting beliefs and concerns about the role of measurement in home economics education. A positive attitude existed among all the respondents that appraisal of objectives and the degree of learning that had taken place was highly important in the development of an effective home economics education program. This was shown by the high percentage and consistency of "yes" responses among the three groups.

In summary, the attitudes and beliefs about four of the twelve aspects of the program were strongly supported by the superintendents, principals and counselors. Specifically, they accepted the purposes of the home economics program including the objective of occupational training for high school students and programs for both boys and girls. They believed measurement and evaluation of achievement of the objectives were highly important in the home economics program. In general, superintendents, principals and counselors recognized rather consistently the importance of these four aspects in developing an effective program for the secondary school.

CHAPTER V

SUMMARY OF RESULTS AND IMPLICATIONS

Many changes in the culture and economy are affecting the home and family life in our country and state alike. Moving from a production to a consumer economy has brought many problems to the family and altered the roles of family members. Technology has introduced new resources and materials which now are in need of explanation to family members in order to be of functional value to them. The accelerated pace in accumulation of knowledge, the need for specialization, the changes in focus and emphsis in education, all influence the curriculum content of Home Economics. Of the new and exciting resources and research findings, it seems difficult to judge which is most significant for home economics as a field of learning in the secondary school program. Selecting the areas of study that are needed by students becomes a real problem to teachers and planning groups in home economics education. To provide learning for students that has breadth and depth becomes a vital concern of teacher educators in the colleges and administrative staff in the local schools. Possibly the greatest challenge of our time is to change the image of the subject so that Home Economics will reach out in new directions and ventures.

In specifying the most essential abilities of today's successful homemaker, a majority of women in a nation wide survey placed good management of time at the top of a list of suggested attributes. Good management of money ranked second and positive attitudes toward homemaking was in third place. The ability to gain cooperation in the family ranked next with skills in housekeeping, food preparation and serving far down on the list.[12] Other research studies have attempted to answer questions about the status of home economics teaching but new questions concerning program content and emphases have been raised.

The subject of attitudes toward home economics education has been of interest to educators for many years. With the great impetus on improving the teaching-learning programs in the secondary school, a look at the status of the subject and attitudes of administrative personnel seemed warranted. A study of these would assist in defining the subject and suggesting changes if these were in evidence. Thus, the practices existent in present secondary school programs in Michigan and attitudes of school personnel toward the subject would provide answers to significant questions about purposes, organizational patterns and content of home economics education.

Practices in Home Economics Education

Program Purposes

The three purposes selected for the study were those most frequently reviewed in the literature. These included: (1) prepare students for homemaking responsibilities and activities to achieve family well-being; (2) help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources; (3) fit persons for useful employment and develop competent workers.

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[12] A. Kurtz King, "Needs for Homemaking Education," Practical Home Economics, October, 1962, pp. 7-19.

Preparation for home responsibilities.--There was a positive agreement between administrators in all class schools (A, B, C, D) that preparation for homemaking responsibilities and family life was an important one. The responses indicated that this purpose was practiced to a considerable degree in the schools reporting. There was major emphasis given to the acquisition of skills to assume responsibilities in the home. The importance of the practice ranged from considerable to high achievement. It was apparent that the larger the school, a higher assessment was made of practices which defined the purpose. The responses showed that preparation for homemaking was realized to a greater degree by superintendents as they reported application in their respective schools to a higher extent. Counselors accepted the purpose but reported application to a lesser degree.

Use of resources.--An analysis of the use of human and material resources to improve the quality of home life showed considerable emphasis being placed on the health concept in designing the program. There was agreement among the respondents regardless of class school or vocational and general program. In the area of consumer education as a means for improving home life, there was less agreement among the respondents as to the degree of practice within the schools they represented. Reports from Class A schools showed application to a considerable degree while in the smaller size schools, the extent of practice was rated at a higher degree. There was agreement among superintendents and principals in both vocational and general programs that the home economics education program be responsible for the teaching of consumer economics as a means to improve family life. Counselors tended to question the "consumer" assignment in home economics education. This feeling was evident among counselors of the several class schools as well as in the vocational and general programs. Apparently the question is whether consumer economics is functionally a part of the home economics education program or belongs to another discipline.

Responses referring to the area of relationships indicated differences of opinions among the administrators. A slightly lower practice was reported on the items in "relationships" by principals and counselors than those expressed by superintendents. More difficulty was evident among the respondents regardless of class schools and type of program in determining the extent of practice in the area of satisfying relationships in family and group living. The range of practice reported in the relationship area of study consisted of application to a limited degree or to a moderate degree. Only in a few cases was the relationship area applied to a high degree in the home economics education program. The items defining the use of resources to improve the quality of family life appeared to be practiced to a considerable degree in the local school program.

Preparation for useful employment.--The items defining this purpose were less widely practiced than those describing the other two directives. Only to a limited degree or to a considerable degree was application of the purpose reported. Little differences existed between the responses of administrators in vocational and general programs. There was fairly high agreement among the three administrative groups in all class schools that a limited amount of practice was evident in the homemaking program to achieve the wage earning purpose.

In general, the purposes selected for the study were practiced to considerable and high degrees as reported by the respondents. This was evidenced in all class schools and in both vocational and general programs. It may be inferred from the replies that the purposes of home economics education in the secondary schools have given fairly adequate direction to the education of youth and that the program rests on a fairly sound foundation.

Organization of the Program

Three major ideas were basic in discovering the practices related to structure of the program. These included: (1) program is planned as an integral part of the total school-community program; (2) a comprehensive program serves the needs of individuals and groups in the community; (3) the local program centers instruction on the needs, interests, problems or concerns of individuals and families in the local situation and the field of home economics in relation to these needs and interests.

Integral part of the school.--Goals and activities contributed to the objective of the total education program. Positive replies came from all administrative personnel that the practice was applied to a high degree. Class B, C and D schools reported application to an extensive degree while superintendents from Class A schools in general programs and principals in vocational programs indicated the practice applied to a lesser degree.

The activities were interrelated in the community life and program of the school. The administrators from all class schools agreed that the activities were in keeping with the total educational programs. This was, likewise, true in the responses representing vocational and general programs.

The offerings are planned cooperatively to some extent and the involvement of students, parents and teachers is partially realized. The responses showed that in all class schools, parents and students participated only to a slightly moderate extent in program planning. There was a tendency to report the practice as rather limited in both vocational and general programs.

Comprehensive program.--There was evidence that the program is based upon home and family life needs, however, the extent of practice was limited. Administrators recognized the practice as significant but applied in the schools to a moderate degree.

The physical facilities were assessed at a high degree and replies indicated suitability of the facilities in developing an effective instructional program. The resource materials appeared to be fairly adequate for the teaching of homemaking. There was more agreement among respondents in Class C and D schools on the considerable application of practice and more consistent agreement among administrators in Class A and B schools as to more extensive application.

All respondents in all class schools and in vocational and general programs regarded the faculty as adequately prepared and chosen for the instructional task. Superintendents and principals in both vocational and general programs in Class D schools considered the practice of maintaining adequately prepared faculty to a higher degree than did the counselors who checked the practice to a considerable degree.

The respondents were more hesitant in assessing the practice of evaluation. The replies were placed in at least two categories, practiced to "considerable and high degrees" in Class A schools; "little and considerable degrees" in Class B, C and D schools.

Local centered program.--The goals and learning experiences were related more frequently when age groupings are considered. Goals that focused on the family were mentioned to a lesser degree and the practice of using such goals was reported to a considerable degree and in some cases to a limited extent. The point of emphasis seemed to be upon the individual and the age level he represents.

The organizational pattern in which instruction reaches all individuals and groups was limited and practices were less extensive as these pertained to home visits, student club experiences and the work experience program. In a majority of the items defining the instructional program a moderate degree of application was reported.

Finally, responses revealed that the support of the program by local groups was fairly adequate. The items defining the status of homemaking education were applied to a moderate degree. Evidence of improved family living was recognized by the respondents only to little and considerable degrees.

In assessing the practice of reaching large numbers, the responses ranged from little to considerable degrees. There was consistent agreement among all administrators representing both vocational and general programs and in Class A, B, C and D schools as to the moderate application.

As the replies are studied, there is some evidence that superintendents tend to assess the application of practices somewhat higher than do principals and counselors. Likewise, the replies from principals revealed a higher degree of practice than those from counselors. Generally, the responses from administrators in vocational programs regarded the practices in operation to a somewhat higher degree than those in general programs.

Content of the Program

Varied content.--The practices reported in the content aspect of the home economics education program point to a fairly well balanced choice of offerings ranging from high selections in "food and clothing" to the lesser chosen "relationships and personal improvement" emphases. When the program is advanced and upper grades are included, more selective offerings appear in the program and these generally are specialized in nature. Although the family is the central focus of the home economics education program, learnings about the individual as a family member and the living with children do not appear as predominant features of the program. The responses frequently indicated application to considerable and high extents, however, numerous replies appeared in the little extent practice column. Apparently, the image of home economics is one of "content" and the emphases most evident are "food and clothing."

Opportunities for experiencing.--The use of the classroom as a learning environment for resolving community problems was not a widely reported practice. Opportunities for students to learn through actual experience with real materials and human resources in all areas of family living were limited and the practices applied to only a moderate degree. It appeared that the concepts of work experiences and utilizing human and material resources are underdeveloped or have not been accepted fully by administrative personnel.

Attitudes toward Home Economics Education

Some ideas and beliefs appeared significant as the replies from administrators were analyzed.

1. There was consistent agreement among superintendents, principals and counselors in both vocational and general programs and in all class schools that Home Economics was desirable for all grades, nine through twelve. However, the largest number of this group favored the subject as ninth and twelfth grade offerings in the curriculum. The subject would be valuable for school dropouts and the most acceptable place for this type of offering would be the tenth grade.

2. There were mixed feelings about the enrollees. High agreement was evident that the subject was of particular value to girls and of lesser importance for boys. If mixed groups were considered, these were placed in special classes which dealt with problems of social and personal development or in home and family living courses. The home economics education enrollee usually represented the average ability level learner with the slow learner following and the higher ability level student third in rank order. As a member of the middle socio-economic class, the home economics student has precedence.

3. A state guide was considered a favorable contribution to home economics education. However, principals and counselors viewed the instructional guide with some hesitancy. A degree of indifference was expressed among the administrators, particularly those from Class A and B schools. Perhaps a reason for this feeling might be that school or city guides are already being utilized as instructional resources. However, Class C and D schools were more receptive to the guide and this was true among all administrative personnel in both vocational and general programs.

4. The community conceives the program as reasonably broad in content with additional offerings beyond food and clothing. There was a high regard for the "food and clothing" content in the curriculum.

5. There was high agreement among all respondents that the present purposes were satisfactory and an acceptable attitude toward retaining these as directives for the program. They approved the objective of occupational training for high school students. A strong opinion was evident that home economics education was receiving adequate and effective emphasis in the secondary school program.

6. Mixed feelings were reported about a curriculum directed to home and family living. Although the majority responses showed an acceptable attitude, the percentage representation was not large enough to indicate a strong positive position and preference.

7. Facilities were considered as an important part of the program and attempts are made to appraise these in light of curriculum improvement. However, according to reported practices, maximum use was not being made of human and material resources in the organization and teaching of home economics education in the secondary school program.

8. A positive attitude was apparent as administrators reported the contribution of the subject to job opportunities. Although the practices of training for wage earning were applied to a small degree, the respondents valued Home Economics as a subject for developing competence in preparation for employment. The replies show rather high agreement among the informants.

9. Evaluation was considered an important part of the home economics program. The role of evaluation needed to be strengthened in order to bring about revisions in the program and changes in the individual. Measurement before and after instruction was regarded valuable and its use highly recommended.

It was certain that positive attitudes existed among the administrators about issues such as, the need for junior high school programs; the contribution of home economics education to job opportunities; the advisability of a course in general homemaking at the tenth grade for dropouts and measurement as a valuable aspect of home economics education.

Some mixed feelings existed within the group of participants on items such as, use of resource materials; the teaching-learning environment; and a curriculum directed to home and family living.

The responses showed rather definitely that some problems do exist in the home economics secondary school program and additional study and appraisal are needed to arrive at more effective directions, designs and outcomes.

Some Suggestions for the Future

What will the home economics education program at the secondary level be like in the future? It is becoming increasingly difficult to select from the vast reservoir of knowledge that which is most significant for the program. One factor is certain and that is the need for improved articulation among grade levels as well as among areas of home economics. Planning a sequence for home economics education requires consideration of personal and family situations on various levels if we are to succeed in fostering more mature ways of meeting home and family problems. Planning for the forseeable future requires thinking ahead to what may be and to what may be desirable.

The findings from this study should have value for those who may define more precisely the field of home economics. The teacher educator and supervisor of home economics education concerned with the development of effective programs will envision strengths and weaknesses as new ventures in curriculum are attempted and more effective ways to improve the teaching-learning environment explored. The results from the study should have significant meaning for professional personnel at the higher institutions charged with the responsibility of guidance and direction in the training of teachers. Competence and security are in great demand as faculty establish a climate in the classroom conducive to the development of creative traits and intellectual curiosity of students. Assurance and skill are recognized factors for faculty in their approaches to modern programs requiring experimentation and imagination and based on needs of youth.

The local school administrators and teachers may see the results as worthy procedures in the creation and maintenance of high intellectual teaching-learning opportunities and experiences for youth in a contemporary situation. To gain full support from groups in the local community and the utilization of personal and material resources within the community, an interpretation to lay and professional groups might be a rewarding experience as the contributions of home economics education to the preparation of employment, family stability and self-realization are made known. With a full comprehension of the training in home economics education and its accomplishments in the educational program, the local community will be in a better position to enrich the educational opportunities for students and family members. Wider experiences in training and broadening the horizons of community members will be further evidenced when these groups share in the development and accomplishment of the local education program.

A few ideas are reviewed and presented in this study with the hope that a creative focus and a realistic program in home economics education shall result.

1. The program should reach in many directions and serve various groups in our American society. Its expansion is seen in programs for boys and girls alike and an extension upward with the inclusion of more effective adult programs. Men and women are partners in homemaking and need assistance with the preparation for home and family life. Programs for special groups of individuals such as the gifted, retarded and deprived are envisioned as the home economics program reaches out and serves many individuals and groups not being included at the present time.

Cooperation with other areas of education will be a major consideration as the program tends to be more expansive in organization. The involvement of lay and professional groups and effective use of human and material resources in the community will reflect a functional and realistic program. It is imperative that the program is adequately interpreted to the community members so that their services are volunteered willingly in the building of curriculums and in providing creative resources and experiences for the homemaking program.

Departments of vocational education need to work together in order to use the best thinking, practices and human and material resources in building sound curriculums. A cooperative program will be a way to make increased understandings and realistic activities possible. The several departments in the comprehensive high school will need to carry on cooperative projects as the school attempts to further the learning for youth and help students to gain skills of value both to improve family living and the job.

2. The home economics education program must accept the "Challenge of Change." If the subject is to remain forceful and be kept a vital part of educational programs as it has for these last fifty years, it must constantly be alert to the changes in our society.

The objectives which now guide the program appear to have value but these need to be redefined and expanded. The preparation for improved individual and family life has been one of the traditional purposes and brought stability and solidarity to the home. There is evidence that this objective needs to be retained but with revisions. With the changing roles of women in the society and the increased emphasis on wage earning education, new directives in home economics education are inevitable. It is certain that the program must provide new experiences in the management of resources to help youth effectively assume responsibilities as members of families and wage earners. Learnings must reflect the importance of maintaining the stability and solidarity of the home while filling a dual role. Students must be given an opportunity to gain skills of value both to homemaking and job. Education for employment in the secondary school is imperative and Home Economics has a contribution to make in accomplishing this purpose.

The content in home economics education must be reinterpreted in the same way that objectives have been redefined. Increased emphasis in the areas of relationships and management is a way for the program in the future to provide functional and active education. Decision making, use of resources, relationships of family members, community members and even world neighbors will mean provision for adequate instruction in these important areas. Experiences for students need to be provided so that they realize the characteristics of the labor market employing youthful workers and to know the availability, extent and requirements of these jobs and their effect on individuals, families and communities. The approaches to home economics education will vary among teachers and schools, but it is certain that the content must be inclusive of subject matter and experiences which prepare for dual roles--homemaking and employment.

3. Sound home economics education in the future should place emphasis on research and experimentation and a vigorous conception of these is essential if we are to continue our efforts in the total educational program. Changes in practices, attitudes and values of people reflect deep convictions about the problems of people and the described efforts to make life better. A study of new and different patterns of home economics with an opportunity to experiment on special aspects of the study will give support to realistic changes. It would seem desirable to provide students with summer work experiences which include self-evaluation of economic competence and management ability. Identifying potential dropouts and the use of the subject as one means of making contact with the learner has promise for the secondary education program.

In addition, it must increase the usefulness of research findings by making the results available to the profession and to community groups. While continuing to search out new knowledge, it is necessary to extend research related to social conditions and needs--all which grow in importance in an age of constant and rapid change.

Considering next steps in curriculum, we must concern ourselves with individual students and with effective evaluation.[13] When appraisal is made in terms of values which give the program direction, it becomes a significant part of education. The program must reflect the youths for whom it is planned as well as the social realities of the contemporary culture. Approaches based on these premises will be a significant step forward toward a more functional program of evaluation. Since interdisciplinary cooperative research is increasingly used and needed to solve many problems of family living, home economics education must contribute its services as a member of a team of specialists.

In summary, home economics education belongs in the program of a comprehensive secondary school. There will be variations in the depth of study and the school time given to the student who elects this type of training. Effective homemaking instruction gleans knowledge from many sources and applies them to better living. Knowledge, skills, and attitudes that are essential for all boys and girls as they participate concurrently and also prepare for future roles in home and family living should be identified previous to the planning of the curriculum. The program should illustrate widespread benefits and not be limited to skills per se in a narrow content area. Skills or techniques must not be regarded as ends in themselves. Realistically, no students can reject the instruction because it offers no benefits. No community which is concerned with the real needs of its youth and adults will want to be without the benefits of a good program of homemaking.

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[13] Robert S. Fleming, "Next Steps in Curriculum Development," American Vocational Journal, Vol. 39, No. 2 (February, 1964), pp. 23-25.

APPENDICES

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APPENDIX I. INSTRUMENTS

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Name of Interviewer ____________

Name of School _________________

A FOCUSED INTERVIEW

Some Beliefs About Home Economics Education in Michigan Secondary Schools

1. What is the purpose of homemaking and/or home economics education in your local secondary school program?

   Get a statement from the superintendent, principal, a teacher, a student and yourself.

2. What place does homemaking and/or home economics education have in the total school program?

   required for whom, elective by whom:

   one year, two year, three year programs:

   activity program or academic program:

   meets requirement for graduation, college preparation, etc.:

3. Who influences the student to take homemaking and/or home economics education in your school?

   Who is responsible for placement of students in classes?

4. What is your reaction to the new emphasis on wage earning in homemaking and/or home economics education in the local school secondary program?

   Get a statement from the superintendent, principal, a teacher, a student and yourself.

5. Would this type of program have a place in your school?

   If yes, why?

   If no, why not?

6. What has homemaking and/or home economics education accomplished in the local school program in your school?

   Get a statement from the superintendent, principal, a teacher, a student and yourself.

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

Dear Superintendent:

A study is being made of home economics education in the high schools in Michigan. For some time a look at the attitude of administrators toward the home economics program in the local school curriculum has been desired and in 1964-65, funds were allocated for this purpose. We are selecting a sample of Class A, B, C and D schools in which home economics education is a part of the total school program and are asking your school to become one of the cooperating schools.

Inasmuch as several persons are concerned with the administration of the school curriculum we are writing the superintendent, principal and counselor of the secondary school to take part in the study. With your assistance, we hope that some specific feelings about the subject will be revealed from the responses of these persons in administrative positions. Each of you play an important role in developing and maintaining an effective local school program.

Will you kindly complete the questionnaire and return to me by Thursday, May 6. Your responses will be kept confidential but will be summarized along with the replies from the other persons being invited to participate. If you wish to have a copy of the final report, it will be necessary for you to sign your name on the title page.

Thank you very much. It will mean a great deal to home economics education, not only in Michigan but for future plans in other states. We need so much to have each of your opinions about the part that home economics shares in the education of the secondary school student.

Sincerely,

Meta Vossbrink
Associate Professor
Home Economics Education

MV:bc

Enclosure

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION · DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

Dear Principal:

A study is being made of home economics education in the high schools in Michigan. For some time a look at the attitude of administrators toward the home economics program in the local school curriculum has been desired and in 1964-65, funds were allocated for this purpose. We are selecting a sample of Class A, B, C and D schools in which home economics education is a part of the total school program and are asking your school to become one of the cooperating schools.

Inasmuch as several persons are concerned with the administration of the school curriculum we are writing the superintendent, principal and counselor of the secondary school to take part in the study. With your assistance, we hope that some specific feelings about the subject will be revealed from the responses of these persons in administrative positions. Each of you play an important role in developing and maintaining an effective local school program.

Will you kindly complete the questionnaire and return to me by Thursday, May 6. Your responses will be kept confidential but will be summarized along with the replies from the other persons being invited to participate. If you wish to have a copy of the final report, it will be necessary for you to sign your name on the title page.

Thank you very much. It will mean a great deal to home economics education, not only in Michigan but for future plans in other states. We need so much to have each of your opinions about the part that home economics shares in the education of the secondary school student.

Sincerely,

Meta Vossbrink
Associate Professor
Home Economics Education

MV:bc

Enclosure

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

Dear Counselor:

A study is being made of home economics education in the high schools in Michigan. For some time a look at the attitude of administrators toward the home economics program in the local school curriculum has been desired and in 1964-65, funds were allocated for this purpose. We are selecting a sample of Class A, B, C and D schools in which home economics education is a part of the total school program and are asking your school to become one of the cooperating schools.

Inasmuch as several persons are concerned with the administration of the school curriculum we are writing the superintendent, principal and counselor of the secondary school to take part in the study. With your assistance, we hope that some specific feelings about the subject will be revealed from the responses of these persons in administrative positions. Each of you play an important role in developing and maintaining an effective local school program.

Will you kindly complete the questionnaire and return to me by Thrusday, May 6. Your responses will be kept confidential but will be summarized along with the replies from the other persons being invited to participate. If you wish to have a copy of the final report, it will be necessary for you to sign your name on the title page.

Thank you very much. It will mean a great deal to home economics education, not only in Michigan but for future plans in other states. We need so much to have each of your opinions about the part that home economics shares in the education of the secondary school student.

Sincerely,

Meta Vossbrink
Associate Professor
Home Economics Education

MV:bc

Enclosure

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

Dear Homemaking Teacher:

The content of the home economics education program in the Michigan Secondary school has been of interest to me for some time. In the fall of 1964, I received some financial assistance to study this facotr of our program.

Originally, I had planned to visit a number of schools and consult with you personally about the home economics program but due to recent illness, I have not been able to use my car as I had hoped. Therefore, I need to visit with you by letter and I do hope this way of working will not be too distasteful to you.

I have tried to simplify the responses as much as possible so that you will not need to take much of your time to answer the questions. Your help is very much needed if we are to get a true picture of the present practices in our Michigan schools. Knowing you as I do, I am certain you will help me and I am relying much on your responses. I shall inform you of the outcome of the study if you wish to have some of the facts.

Will you return this information in the self-addressed envelope which I have enclosed in this letter by May 24 or sooner? Thank you very kindly for your assistance.

Sincerely,

Meta Vossbrink
Associate Professor
Home Economics Education

MV:bc

Enclosure

SURVEY OF ATTITUDES AND PRACTICES
Home Economics Education

Michigan State University
Research Project No. ORD2155

Meta Vossbrink
1964-65

DIRECTIONS: Underline

Your position in the school: Superintendent, Principal, Counselor

Class school you represent: Class A, Class B, Class C, Class D

The type of home economics program in the school: Vocational, General

Name of school: ______________________________

CHECK LIST ON PROVISIONS FOR HOME ECONOMICS EDUCATION IN A LOCAL SCHOOL

Foreward

We are interested in securing your opinion or best judgment about the purposes, approaches, and outcomes of homemaking programs in the local schools. The quickening pace of technological change and newer innovations in vocational education have stepped up the demand for programs which have seemingly moved to the problems of people approach. Home economics education, along with other disciplines, needs to accept the challenge of helping individuals adjust to and live with change. Everything you share with us will be kept strictly confidential and will be used only in compiling a summary which may be helpful in continued development of the local school program in home economics education.

It is our intent to describe and analyze the feelings about homemaking and/or home economics education in Michigan Secondary Schools.

"You Begin Checking Here"

Place a check mark for each question as it applies to your school, in the appropriate column according to the following scale:

3. Provided or applies to a high degree.
2. Provided or applies to such an extent that it has considerable effect on practice.
1. Applies to a limited degree, has only a slight effect on practice.
0. No provision.

PART I

	0	1	2	3
EDUCATIONAL PURPOSES: The homemaking and/or home economics program is planned and developed to: A. Prepare students for homemaking responsibilities and activities to achieve family well-being.				
1. Meet personal and social problems of living in the home, school, community.				
2. Work cooperatively in worthwhile groups and community activities as suited to maturity.				
3. Acquire some skills to assume responsibilities in the home.				
4. Understand and appreciate home as basic unit of society.				
5. Bring facts, principles, and techniques into focus in solving problems of family members.				
6. Provide a laboratory situation where students have an opportunity to practice democratic processes.				
7. Communicate ideas and recognize and use good standards.				

	0	1	2	3
B. Help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources.				
1. Develop growth toward personal, mental, and physical health or improve and maintain physical health.				
2. Experience satisfying relationships in family and group living.				
3. Acquire knowledge and develop attitudes basic to satisfying living, e.g. comfortable and artistic housing; money management; efficient home management.				
4. Become a more intelligent and economically literate consumer.				
5. Show intelligent use of accepted health practices and wise action on health problems.				
C. Fit persons for useful employment and develop competent workers.				
1. See some possibilities for individual jobs which can grow out of homemaking.				
2. Prepare for the vocation of homemaking and for related professional fields.				
3. Become a more efficient worker through actual work experience.				
4. Prepare to make intelligent choice of life work.				
5. Reveal personal understandings and characteristics of the good citizen.				
6. Improve study habits, study skills, and other work habits.				
THE PROGRAM: The homemaking and/or home economics program meets the following conditions:				
A. The program is planned as an integral part of the total school-community program.				

	0	1	2	3
1. The goals and activities of homemaking education contribute to the objectives of the total schools.				
2. The activities are interrelated in the life and program of the school.				
3. Parents and community leaders participate in planning and developing the various phases of the homemaking program.				
4. Students participate in planning and developing the various phases of the homemaking program.				
B. There is a comprehensive program serving the needs of individuals and groups in the community.				
1. The needs of the families and individuals in the community have been recognized and the program has been based upon home and family life needs.				
2. Physical facilities which are especially suitable and effective in the instruction of homemaking are provided and utilized.				
3. Those learning aids which are especially suitable and effective in the instruction of homemaking are provided and utilized.				
4. Provision is made for continuous evaluation of the homemaking program.				
5. Adequately qualified instructional personnel is provided for the homemaking education program.				
C. The local program centers instruction on the needs, interests, problems or concerns of individuals and families in the local situation and the field of home economics in relation to these needs and interests. 1. Goals and learning experiences are related to:				
a. Developmental tasks of each age level.				
b. Interests, abilities, problems of specific individuals and groups concerned.				

	0	1	2	3
c. Problems, concerns, resources, values and patterns of living of families in the local community.				
d. Tasks of families throughout life cycle.				
e. Various age groups and different sexes in the school and in the community.				
2. Program is so organized as to provide instruction which reaches all individuals and groups:				
a. The local situation is recognized and utilized as a basis for determining the organization of learning experiences.				
b. Skills, facts and basic principles are used as tools for solving problems which students recognize in meeting new situations in family living and wage earning.				
c. Students carefully plan and carry out variety of worthwhile home experiences interrelated with class work.				
d. Student surveys are sometimes made to arrive at problems and concerns of the individuals and groups.				
e. Learning experiences are related to the home and social environment.				
f. Work experiences are sometimes utilized to give practical application to learning.				
g. Community persons sometimes brought into class to contribute to solution of problems.				
h. Visits to homes, community agencies, commercial firms, and/or other appropriate places frequently made.				
i. An active chapter of an organization for appropriate age group is part of the program.				

	0	1	2	3
j. Students and teacher have adequate time definitely scheduled and used for individual or small group conferences.				
k. Teacher visits homes of students and cooperates with family members in supervision of home and community experiences of students.				
3. The program has gained the support of local groups and individuals because its value in the school curriculum has been established.	☒	☒	☒	☒
a. There are evidences of personal growth of individuals reached by the program.				
b. There are evidences of improved practices in family living.				
c. A large number of persons who could benefit by the program are being reached.				
d. There are evidences of desirable changes in behavior of pupils.				
e. The program is understood and participated in by the students in the high school and the people in the community.				
f. The department presents a desirable standard for the community (size, attractive learning, adequate library and teaching material.)				
CONTENT OF THE PROGRAM: The homemaking and/or home economics program includes the following provisions: A. Most phases of homemaking are included at the high school level of instruction:	☒	☒	☒	☒
1. School, home and community experiences in planning, preparing and serving meals.				
2. Selecting, taking care of, and making clothes.				

	0	1	2	3
3. Understanding and living with children.				
4. Improving one's manners.				
5. Understanding one's self.				
6. Improving one's personal grooming.				
7. Understanding families and living in one's own home.				
8. Understanding housing including furnishing and equipment for homes.				
B. Opportunities for students to learn by doing, involving actual experiences with real materials and/or other persons in all areas of family living.				
1. Develop important learning skills, e.g. interviews, surveys.				
2. Develop proper attitudes towards homemaking.				
3. Effective use of directed study.				
4. Effective use of student committees.				
5. Opportunities for more than a few students to exercise or develop leadership qualities.				
6. Pertinent and meaningful group discussions in which more than a few participate.				
7. Frequent opportunities for both oral and written expression by students.				
8. Effective use of community and civic projects.				
9. Use of laymen to talk to classes.				
10. Bring community problems into classroom for discussion and study.				

	0	1	2	3
STATUS OF THE PROGRAM: The homemaking and/or home economics program satisfies the following conditions:				
1. Local community understands the home economics program.				
2. Local groups expect the program to be broad in scope rather than limited in content.				
3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place in home and families.				
4. Teaching is geared to present day realities in the several subject matter areas.				
5. Education for effective homemaking in today's world is needed -- persons are not innately good homemakers.				
6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.				
7. Program contributes to general education of individuals.				
8. Homemaking education has potential values for all students.				
9. Homemaking education is intellectually stimulating.				
10. Home economics is a matter of training people to do things -- to perform.				

PART II

What beliefs do you have on the following ideas about homemaking and/or home economics education in your local school? Record your response by checking Yes, No, or Uncertain.

	Yes	No	Uncertain
1. Should there be a state guide for home economics education?			
2. In view of the requirements for graduation from high school, would a course in general homemaking at 10th or 12th grade (above 9th) have value for potential dropouts?			
3. Would a course in general homemaking at 10th or 12th grade have value for students who graduate?			
4. Is home economics education overemphasizing the secondary school program and underemphasizing the young adult program?			
5. Is home economics education being underemphasized at the secondary level?			
6. Do demands of parents for skills necessitate a change in objectives in home economics education?			
7. Should home economics education be offered at the junior high school level?			
8. Is maximum use being made of resource material in the organization and teaching of the subject?			
9. Does home economics education make a contribution to job opportunities and competence for the high school student?			
10. Would you prefer the curriculum in home economics education directed to home and family living?			
11. Should the home economics program be designed for both boys and girls?			
12. Are facilities and resource materials being evaluated as a part of the teaching-learning situation and adjusted to curriculum improvement?			

	Yes	No	Uncertain
13. Should there be measurement of students' understanding in various areas of home economics and at the several grade levels?			
(a) before and after instruction.			
(b) with various types of devices to measure thinking, problem-solving, etc.			

14. For whom is the home economics program at the secondary level intended?
Check your feelings as to:

Grade Level 9___ 10___ 11___ 12___

Sex boys___ girls___ mixed groups___

Ability Level slow learner___ average___ gifted___

Socio-economic lower level___ middle level___ higher level___

15. If home economics education is offered at the junior high school, should it take the organization of an activity subject?

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SURVEY OF ATTITUDES AND PRACTICES
Home Economics Education

Michigan State University
Research Project No. ORD2155

Meta Vossbrink
1964-65

DIRECTIONS: Underline

Class school you represent: Class A, Class B, Class C, Class D

Type of home economics program in the school: Vocational, General

Name of school: ____

Name of teacher: ____

PART I

HOME ECONOMICS EDUCATION IN SECONDARY SCHOOLS OF MICHIGAN

Directions: Content areas usually included in the home economics programs in the secondary schools of Michigan are listed below. To the right are levels of instruction where home economics is offered in the Michigan program. Will you check the content areas which are provided at the various grade levels in your school?

Content Areas in Home Economics	Grade Levels of Home Economics Offerings			
	9th	10th	11th	12th
1. Care and guidance of children.				
2. Home care of the sick, including first aid.				
3. Maintenance of health and personal well-being.				
4. Maintenance of satisfactory family relationships.				
5. Management of human and material resources available to the home.				
6. Personal and family finances, including consumer education.				
7. Selection, care, renovation, and construction of clothing.				
8. Selection and care of the home and of its furnishings.				
9. Selection, preparation, serving, conservation, and storage of food for the family.				

10. Add others

PART II

UNDERLINE the practices in your school.

1. How is the program organized? Year basis, Semester basis
2. (a) Is the program required? Yes, No

   (b) If yes, at what instructional levels? 9th 10th 11th 12th
3. Is a sequence used in planning the offerings as: 9th 10th 11th 12th or are courses on a purely selective basis?
4. Is the program for: girls, boys, mixed groups?
5. (a) Do you have a home and family living course? Yes, No

   (b) Is the course offered to: boys, girls, mixed groups?

   (c) Does the course have a prerequisite? Yes, No

   (d) If yes, what is the prerequisite?

6. By what title is the program known in each grade level? (9th grade: Home Economics I, Homemaking I, Home and Family Living I, Food I, etc.).

   9th:

   10th:

   11th:

   12th:

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APPENDIX II. TABLES

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TABLE 2

NUMBER OF TOWNS WITH HOME ECONOMICS PROGRAMS 1964-65

Class School	Number of Towns	Number of Departments	Types of Departments	
			Vocational	General
A	56	134	58	76
B	142	182	128	54
C	134	140	106	34
D	123	125	61	64
*Mixed	23			
Total	478	581	353	228

*More than one class (Secondary School) is reported in town or city.

TABLE 3

DISTRIBUTION OF RESPONSES ACCORDING TO NUMBER OF SCHOOLS WITH HOME ECONOMICS PROGRAMS

Secondary School	Number of Home Economics Depts. 1964-65		Total	Number of Schools With Departments Contacted		Total	Number of Schools With Departments Responding		Total
	Voc.	Gen.		Voc.	Gen.		Voc.	Gen.	
Class A	58	76	134	19	25	44	11	15	26
Class B	128	54	182	43	18	61	25	10	35
Class C	106	34	140	35	11	46	21	6	27
Class D	61	64	125	20	21	41	12	12	24
Total	353	228	581	117	75	192	69	40	112

TABLE 4

DISTRIBUTION OF RESPONSES FROM ADMINISTRATORS IN SECONDARY SCHOOLS WITH HOME ECONOMICS PROGRAM

	Possible Sample			Responses			Superintendent			Principals			Counselors		
	Voc.	Gen.	Total	Voc.	Gen.	Total	Voc.	Gen.	Total	Voc.	Gen.	Total	Voc.	Gen.	Total
Class A	58	76	134	32	41	73	11	11	22	11	15	26	10	15	25
Class B	128	54	182	70	28	98	24	9	33	25	9	34	21	10	31
Class C	106	34	140	43	14	57	16	6	22	17	5	22	10	3	13
Class D	61	64	125	24	25	49	10	11	21	11	10	21	3	4	7
Total	353	228	581	169	108	277	61	37	98	64	39	103	44	32	76

TABLE 5

DISTRIBUTION OF RESPONSES ACCORDING TO TOWNS AND CITIES

Class Schools in Majority	Number of Towns 1964-65		Total	Number of Towns Contacted		Total	Number of Towns Responding		Total
	Voc.	Gen.		Voc.	Gen.		Voc.	Gen.	
Towns - Identified with A Programs	29	27	56	15	14	29	11	12	23
Towns - Identified with B Programs	111	31	142	55	16	71	25	10	35
Towns - Identified with C Programs	102	32	134	51	16	67	21	6	27
Towns - Identified with D Programs	61	62	123	30	31	61	12	12	24
Miscellaneous (Towns with several class schools)			23						
Total	303	152	478	151	77	228	69	40	109

TABLE 6

DISTRIBUTION OF QUESTIONNAIRES ACCORDING TO ADMINISTRATORS IN SECONDARY SCHOOLS WITH HOME ECONOMICS EDUCATION PROGRAM

Home Economics programs and Respondents	Distribution of Questionnaires					
	Sent	Total	Received	Total	No Return	Total
Class A schools - 134						
Superintendents		44		22		22
Vocational	19		11		8	
General	25		11		14	
Principals		44		26		18
Vocational	19		11		8	
General	25		15		10	
Counselors		44		25		19
Vocational	19		10		9	
General	25		15		10	
Class B schools - 182						
Superintendents		61		33		28
Vocational	43		24		19	
General	18		9		9	
Principals		61		34		27
Vocational	43		25		18	
General	18		9		9	
Counselors		61		31		30
Vocational	43		21		22	
General	18		10		8	
Class C schools --140						
Superintendents		46		22		24
Vocational	35		16		19	
General	11		6		5	
Principals		46		22		24
Vocational	35		17		18	
General	11		5		6	
Counselors		46		13		33
Vocational	35		10		25	
General	11		3		8	
Class D schools - 125						
Superintendents		41		21		20
Vocational	20		10		10	
General	21		11		10	
Principals		41		21		20
Vocational	20		11		9	
General	21		10		11	
Counselors		41		7		34
Vocational	20		3		17	
General	21		4		17	

TABLE 7

TITLES OF HOME ECONOMICS EDUCATION COURSES IN MICHIGAN SECONDARY SCHOOL PROGRAMS 37 VOCATIONAL AND 31 GENERAL

Course Titles	Class A		Class B		Class C		Class D		Total	
	Voc. 9	Gen. 11	Voc. 11	Gen. 8	Voc. 9	Gen. 5	Voc. 8	Gen. 7	Voc. 37	Gen. 31
Home Economics										
I- 9th..	4	1	4	4	2	5	...	...	10	10
-10th..	...	1	...	...	...	...	...	...	...	1
II-10th..	4	1	4	4	2	5	...	...	10	10
-11th..	...	...	...	1	...	...	...	...	...	1
III-11th..	3	1	1	4	2	4	...	...	6	9
-12th..	...	...	...	1	...	...	...	...	...	1
IV-11th..	...	...	...	...	...	1	...	...	...	1
-12th..	...	...	...	3	2	3	...	...	2	8
Homemaking										
I- 9th..	2	1	6	2	7	...	7	5	22	8
-10th..	2	...	...	...	...	...	...	...	2	...
II- 9th..	...	...	...	...	...	...	1	...	1	...
-10th..	3	1	7	2	7	...	6	5	23	8
III-10th..	...	...	...	...	1	...	...	...	1	...
-11th..	1	1	6	1	5	...	4	...	16	2
IV-12th..	...	1	4	...	2	...	2	...	8	1
V-VI-11th..	...	...	...	...	...	2	...	...	...	2
-12th..	1	...	...	...	...	...	...	...	1	...
VII-VIII-12th..	...	...	...	2	...	...	...	...	...	2
Home Economics 9										
- 9th..	...	...	...	...	...	...	...	1	...	1
-10th..	...	...	...	...	...	...	...	1	...	1
Home Economics 10										
-10th..	...	...	...	...	...	...	...	1	...	1
Home Economics 11										
-11th..	...	...	...	...	...	...	...	1	...	1
Home Economics 12										
-12th..	...	...	...	...	...	...	...	1	...	1
Personal and Family Living										
-12th..	...	...	1	...	1	...	...	...	2	...
Home and Family Living										
-11th..	...	...	...	...	...	...	1	...	1	...
-12th..	3	6	...	2	2	1	3	1	8	10

TABLE 8

PERCENTAGE DISTRIBUTION OF PRACTICES IN "CARE AND GUIDANCE OF CHILDREN" AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	77.77	81.81	88.88	87.50
General	80.00	50.00	40.00	71.42
10th				
Vocational	44.44	63.63	37.50	62.50
General	18.18	28.57	40.00	.....
11th				
Vocational	44.44	55.55	62.50	66.66
General	54.54	42.85	60.00	40.00
12th				
Vocational	55.55	63.63	87.50	100.00
General	30.00	57.14	50.00	83.33

TABLE 9

PERCENTAGE DISTRIBUTION OF PRACTICES IN "HOME CARE OF SICK" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	22.22	54.54	11.11	62.50
General	40.00	25.00	20.00	42.85
10th				
Vocational	55.55	36.36	50.00	62.50
General	27.27	42.85	60.00	50.00
11th				
Vocational	11.11	11.11	37.50	33.33
General	36.36	14.28	40.00	60.00
12th				
Vocational	11.11	25.00	50.00	.....
General	20.00	14.28	25.00	50.00

TABLE 10

PERCENTAGE DISTRIBUTION OF PRACTICES IN "MAINTENANCE OF HEALTH" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	88.88	90.90	88.88	100.00
General	100.00	62.50	80.00	100.00
10th				
Vocational	88.88	63.63	75.00	100.00
General	36.36	42.85	60.00	83.33
11th				
Vocational	77.77	63.63	62.50	83.33
General	36.36	42.85	80.00	60.00
12th				
Vocational	88.88	63.63	50.00	83.33
General	30.00	42.85	50.00	100.00

TABLE 11

PERCENTAGE DISTRIBUTION OF PRACTICES IN "MAINTENANCE OF SATISFACTORY FAMILY RELATIONSHIPS" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	77.77	90.90	77.77	87.50
General	20.00	62.50	60.00	71.42
10th				
Vocational	55.55	72.72	75.00	100.00
General	36.36	42.85	20.00	66.00
11th				
Vocational	88.88	77.77	62.50	83.33
General	27.27	71.42	20.00	80.00
12th				
Vocational	77.77	86.25	100.00	83.33
General	60.00	85.72	50.00	100.00

TABLE 12

PERCENTAGE DISTRIBUTION OF PRACTICES IN "MANAGEMENT" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	55.55	72.72	44.44	75.00
General	.....	37.50	.....	42.85
10th				
Vocational	66.66	81.81	62.50	75.00
General	36.36	57.14	20.00	66.66
11th				
Vocational	99.99	88.81	75.00	100.00
General	54.54	85.72	60.00	80.00
12th				
Vocational	88.88	75.00	62.50	100.00
General	70.00	71.42	100.00	100.00

TABLE 13

PERCENTAGE DISTRIBUTION OF PRACTICES IN "PERSONAL AND FAMILY FINANCES" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	55.55	63.63	55.55	75.00
General	.....	37.50	20.00	71.42
10th				
Vocational	66.66	72.72	62.50	75.00
General	63.63	42.85	40.00	66.66
11th				
Vocational	100.00	100.00	100.00	100.00
General	81.81	71.42	40.00	80.00
12th				
Vocational	88.88	63.63	87.50	100.00
General	60.00	85.72	50.00	83.33

TABLE 14

PERCENTAGE DISTRIBUTION OF PRACTICES IN "CLOTHING" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	99.99	100.00	100.00	100.00
General	100.00	100.00	80.00	85.72
10th				
Vocational	99.99	100.00	100.00	100.00
General	90.90	100.00	60.00	100.00
11th				
Vocational	99.99	81.81	100.00	100.00
General	90.90	71.42	80.00	100.00
12th				
Vocational	88.88	63.63	62.50	50.00
General	70.00	57.14	100.00	100.00

TABLE 15

PERCENTAGE DISTRIBUTION OF PRACTICES IN "HOME AND FURNISHINGS" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	44.44	54.54	55.55	37.50
General	20.00	12.50	20.00	57.14
10th				
Vocational	44.44	63.63	100.00	62.50
General	18.18	28.57	20.00	50.00
11th				
Vocational	77.77	72.72	100.00	100.00
General	63.63	100.00	60.00	60.00
12th				
Vocational	88.88	87.50	62.50	83.33
General	90.00	71.42	100.00	83.33

TABLE 16

PERCENTAGE DISTRIBUTION OF PRACTICES IN "FOOD FOR THE FAMILY" CONTENT AS PRESENTED BY HOMEMAKING TEACHERS

Grade in School	Classes of Schools			
	A	B	C	D
9th				
Vocational	99.99	100.00	100.00	100.00
General	80.00	75.00	80.00	85.72
10th				
Vocational	99.99	100.00	100.00	100.00
General	90.90	100.00	40.00	100.00
11th				
Vocational	99.99	100.00	100.00	83.33
General	63.63	71.42	60.00	100.00
12th				
Vocational	88.88	100.00	62.50	33.33
General	50.00	71.42	75.00	83.33

TABLE 17

PURPOSES OF THE HOME ECONOMICS SECONDARY EDUCATION PROGRAM BY CLASS SCHOOLS, 1964-65

Purpose A: Prepare students for homemaking responsibilities and activities to achieve family well-being.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. Meet personal and social problems of living in the home, school, community.																
Superintendent - Vocational	45.45	54.44	.....	.....	41.67	50.00	4.17	.....	68.75	31.25	.....	.....	50.00	50.00	.....	.....
General	27.27	63.64	.....	9.09	33.33	33.33	22.22	.....	.....	100.00	.....	.....	36.36	54.55	9.09	.....
Principal - Vocational	9.09	54.55	36.36	.....	28.00	60.00	12.00	.....	52.94	47.06	.....	.....	45.45	45.45	9.09	.....
General	60.00	40.00	.....	.....	22.22	66.67	11.11	.....	.....	100.00	.....	.....	20.00	70.00	10.00	.....
Counselor - Vocational	20.00	60.00	20.00	.....	47.62	28.57	19.05	.....	10.00	60.00	30.00	.....	.....	100.00	.....	.....
General	33.33	66.67	.....	.....	20.00	40.00	40.00	.....	33.33	33.33	33.33	.....	25.00	75.00	.....	.....
Item 2. Work cooperatively in worthwhile groups and community activities as suited to maturity.																
Superintendent - Vocational	36.36	63.64	.....	.....	20.83	54.17	25.00	.....	18.75	56.25	25.00	.....	20.00	40.00	40.00	.....
General	.....	27.27	63.64	9.09	22.22	55.56	11.11	11.11	16.67	50.00	16.67	16.67	18.18	72.73	9.09	.....
Principal - Vocational	.....	27.27	45.45	27.27	32.00	44.00	20.00	4.00	29.41	41.18	17.65	5.88	18.18	45.45	36.36	.....
General	.....	66.67	33.33	.....	.....	44.44	55.56	.....	.....	80.00	20.00	.....	20.00	40.00	30.00	10.00
Counselor - Vocational	10.00	50.00	4.00	.....	19.05	42.85	33.33	.....	10.00	60.00	20.00	10.00	.....	100.00	.....	.....
General	.....	60.00	20.00	13.33	.....	40.00	60.00	.....	33.33	.....	66.67	.....	25.00	50.00	25.00	.....
Item 3. Acquire some skills to assume responsibilities in the home.																
Superintendent - Vocational	63.64	36.36	.....	.....	79.17	20.83	.....	.....	75.00	25.00	.....	.....	70.00	30.00	.....	.....
General	72.73	27.27	.....	.....	66.67	33.33	.....	.....	66.67	33.33	.....	.....	81.82	18.18	.....	.....
Principal - Vocational	72.73	18.18	9.09	.....	52.00	40.00	4.00	4.00	52.94	47.06	.....	.....	63.64	36.36	.....	.....
General	66.67	33.33	.....	.....	55.56	44.44	.....	.....	40.00	40.00	20.00	.....	50.00	50.00	.....	.....
Counselor - Vocational	50.00	50.00	.....	.....	61.90	33.33	.....	.....	40.00	50.00	10.00	.....	.....	100.00	.....	.....
General	66.67	33.33	.....	.....	70.00	30.00	.....	.....	66.67	33.33	.....	.....	25.00	75.00	.....	.....
Item 4. Understand and appreciate home as basic unit of society.																
Superintendent - Vocational	45.45	54.55	.....	.....	70.83	25.00	4.17	.....	50.00	50.00	.....	.....	80.00	20.00	.....	.....
General	54.55	45.45	.....	.....	33.33	44.44	22.22	.....	33.33	66.67	.....	.....	54.55	45.45	.....	.....
Principal - Vocational	27.27	45.45	27.27	.....	40.00	40.00	8.00	.....	52.94	47.06	.....	.....	63.64	27.27	9.09	.....
General	60.00	40.00	.....	.....	33.33	55.56	11.11	.....	20.00	60.00	20.00	.....	60.00	20.00	20.00	.....
Counselor - Vocational	50.00	50.00	.....	.....	47.62	47.12	.....	.....	50.00	10.00	40.00	.....	.....	100.00	......	.....
General	40.00	53.33	6.67	.....	20.00	60.00	20.00	.....	33.33	66.67	.....	.....	.....	100.00	.....	.....

TABLE 17--Continued

Purpose A: Prepare students for homemaking responsibilities and activities to achieve family well-being.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 5. Bring facts, principles, and techniques into focus in solving problems of family members.																
Superintendent - Vocational	45.45	45.45	9.09	.....	50.00	33.33	16.67	.....	31.25	56.25	12.50	.....	20.00	70.00	10.00	.....
General	27.27	72.73	.....	.....	33.33	44.44	22.22	.....	50.00	.....	50.00	.....	45.45	45.45	9.09	.....
Principal - Vocational	27.22	54.55	18.18	.....	24.00	60.00	16.00	.....	35.29	41.18	23.53	.....	45.45	54.55	.....	.....
General	20.00	73.33	6.67	.....	11.11	66.67	22.22	.....	.....	60.00	40.00	.....	20.00	60.00	20.00	.....
Counselor - Vocational	40.00	40.00	10.00	10.00	28.57	47.62	19.05	.....	.....	70.00	30.00	.....	.....	100.00	.....	.....
General	20.00	53.33	20.00	6.67	10.00	50.00	40.00	.....	.....	33.33	66.67	.....	.....	25.00	75.00	.....
Item 6. Provide a laboratory situation where students have an opportunity to practice democratic processes.																
Superintendent - Vocational	45.45	54.55	.....	.....	37.50	45.83	16.67	.....	37.50	43.75	18.75	.....	40.00	60.00	.....	.....
General	45.45	45.45	9.09	.....	22.22	55.56	22.22	.....	66.67	33.33	.....	.....	27.27	45.45	27.27	.....
Principal - Vocational	54.55	45.45	.....	.....	48.00	28.00	24.00	.....	52.94	23.53	23.53	.....	36.36	36.36	27.27	.....
General	40.00	60.00	.....	.....	44.44	33.33	22.22	.....	20.00	40.00	40.00	.....	30.00	30.00	30.00	10.00
Counselor - Vocational	30.00	50.00	20.00	.....	47.62	33.33	9.52	4.76	.....	60.00	30.00	10.00	.....	100.00	.....	.....
General	26.67	46.67	26.67	.....	20.00	70.00	.....	10.00	33.33	33.33	33.33	.....	.....	75.00	25.00	.....
Item 7. Communicate ideas and recognize and use good standards.																
Superintendent - Vocational	54.55	45.45	.....	.....	37.50	54.17	8.33	.....	37.50	62.50	.....	.....	30.00	60.00	10.00	.....
General	45.45	54.55	.....	.....	44.44	44.44	11.11	.....	66.67	33.33	.....	.....	72.73	18.18	9.09	.....
Principal - Vocational	45.45	54.55	.....	.....	40.00	52.00	4.00	.....	47.06	47.06	5.88	.....	54.55	36.36	9.09	.....
General	33.33	66.67	.....	.....	33.33	66.67	.....	.....	20.00	80.00	.....	.....	40.00	40.00	20.00	.....
Counselor - Vocational	50.00	40.00	10.00	.....	38.10	47.62	9.52	.....	30.00	60.00	10.00	.....	.....	100.00	.....	.....
General	40.00	46.67	13.33	.....	50.00	40.00	10.00	.....	66.67	33.33	.....	.....	50.00	50.00	.....	.....

TABLE 18

PURPOSES OF THE HOME ECONOMICS SECONDARY EDUCATION PROGRAM BY CLASS SCHOOLS, 1964-65

Purpose B: Help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. Develop growth toward personal, mental and physical health or improve and maintain physical health.																
Superintendent - Vocational	45.45	45.45	9.09	.....	41.67	38.33	.....	.....	56.25	43.75	.....	.....	10.00	70.00	20.00	.....
General	45.45	45.45	9.09	.....	22.22	66.67	11.11	.....	16.67	50.00	16.67	.....	27.27	63.64	9.09	.....
Principal - Vocational	18.18	72.73	9.09	.....	12.00	88.00	.....	.....	47.06	35.29	17.65	.....	36.36	45.45	18.18	.....
General	40.00	60.00	.....	.....	22.22	66.67	11.11	.....	.....	60.00	40.00	.....	30.00	50.00	20.00	.....
Counselor - Vocational	50.00	40.00	10.00	.....	23.81	57.14	14.29	.....	20.00	50.00	30.00	.....	.....	100.00	.....	.....
General	13.33	40.00	33.33	.....	40.00	40.00	10.00	.....	33.33	33.33	33.33	.....	.....	100.00	.....	.....
Item 2. Experience satisfying relationships in family and group living.																
Superintendent - Vocational	45.45	45.45	9.09	.....	29.17	54.17	16.67	.....	37.50	50.00	12.50	.....	20.00	40.00	40.00	.....
General	27.27	54.55	18.18	.....	11.11	44.44	44.44	.....	.....	50.00	16.67	.....	18.18	81.82	.....	.....
Principal - Vocational	27.27	45.45	18.18	9.09	16.00	80.00	.....	.....	23.53	64.71	11.76	.....	18.18	54.55	18.18	9.09
General	20.00	66.67	13.33	.....	11.11	77.78	11.11	.....	.....	60.00	40.00	.....	20.00	50.00	30.00	.....
Counselor - Vocational	20.00	50.00	20.00	10.00	33.33	47.62	14.29	.....	.....	30.00	60.00	10.00	.....	100.00	.....	.....
General	13.33	33.33	40.00	.....	20.00	40.00	20.00	10.00	33.33	.....	66.67	.....	.....	75.00	25.00	.....
Item 3. Acquire knowledge and develop attitudes basic to satisfying living, e.g. comfortable and artistic housing; money management; efficient home management.																
Superintendent - Vocational	45.45	54.55	.....	.....	58.33	41.67	.....	.....	68.75	31.25	.....	.....	30.00	50.00	20.00	.....
General	36.36	63.64	.....	.....	44.44	44.44	11.11	.....	33.33	33.33	.....	16.67	81.82	9.09	9.09	.....
Principal - Vocational	54.55	45.45	.....	.....	52.00	28.00	20.00	.....	47.06	47.06	5.88	.....	63.64	27.27	9.09	.....
General	46.67	46.67	6.67	.....	44.44	44.44	11.11	.....	20.00	40.00	40.00	.....	40.00	30.00	30.00	.....
Counselor - Vocational	50.00	50.00	.....	.....	28.57	42.85	23.81	.....	20.00	30.00	50.00	.....	.....	100.00	.....	.....
General	33.33	46.67	13.33	.....	50.00	30.00	10.00	.....	33.33	66.67	.....	.....	.....	75.00	25.00	.....
Item 4. Become a more intelligent and economically literate consumer.																
Superintendent - Vocational	45.45	54.55	.....	.....	70.83	29.17	.....	.....	56.25	43.75	.....	.....	40.00	50.00	.....	.....
General	45.45	54.55	.....	.....	55.56	33.33	11.11	.....	33.33	16.67	33.33	.....	81.82	9.09	9.09	.....
Principal - Vocational	45.45	45.45	9.09	.....	52.00	40.00	28.00	.....	47.06	47.06	5.88	.....	63.64	18.18	9.09	.....
General	53.33	33.33	13.33	.....	33.33	55.56	11.11	.....	40.00	40.00	20.00	.....	50.00	40.00	10.00	.....
Counselor - Vocational	40.00	50.00	10.00	.....	52.30	23.81	19.05	.....	10.00	70.00	20.00	.....	.....	100.00	.....	.....
General	6.67	66.67	13.33	.....	60.00	30.00	.....	.....	66.67	33.33	.....	.....	.....	100.00	.....	.....
Item 5. Show intelligent use of accepted health practices and wise action on health problems.																
Superintendent - Vocational	45.45	45.45	9.09	.....	37.50	45.83	16.67	.....	31.25	56.25	12.50	.....	10.00	80.00	10.00	.....
General	54.55	36.36	9.09	.....	33.33	55.56	11.11	.....	33.33	16.67	16.67	.....	54.55	36.36	9.09	.....
Principal - Vocational	.....	72.73	27.27	.....	20.00	56.00	20.00	.....	41.18	47.06	11.76	.....	54.55	36.36	9.09	.....
General	46.67	46.67	6.67	.....	33.33	22.22	44.44	.....	40.00	40.00	20.00	.....	40.00	30.00	20.00	.....
Counselor - Vocational	20.00	40.00	30.00	10.00	38.10	42.85	14.29	.....	20.00	40.00	40.00	.....	.....	100.00	.....	.....
General	13.33	40.00	33.33	.....	30.00	20.00	40.00	.....	33.33	66.67	.....	.....	25.00	75.00	.....	.....

TABLE 19

PURPOSES OF THE HOME ECONOMICS SECONDARY EDUCATION PROGRAM BY CLASS SCHOOLS, 1964-65

Purpose C. Fit persons for useful employment and develop competent workers.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. See some possibilities for individual jobs which can grow out of homemaking.																
Superintendent - Vocational	18.18	63.64	18.18	.....	12.50	50.00	37.50	.....	.....	75.00	25.00	.....	.....	50.00	50.00	.....
General	36.36	27.27	36.36	.....	11.11	55.56	33.33	.....	.....	50.00	16.67	16.67	27.27	36.36	36.36	.....
Principal - Vocational	18.18	63.64	18.18	.....	12.00	60.00	16.00	12.00	5.88	41.18	52.94	.....	9.09	54.55	36.36	.....
General	33.33	33.33	33.33	.....	11.11	33.33	55.56	.....	.....	20.00	80.00	.....	50.00	10.00	40.00	.....
Counselor - Vocational	40.00	50.00	10.00	.....	23.81	47.62	23.81	.....	10.00	50.00	30.00	10.00	.....	.....	100.00	.....
General	.....	13.33	66.67	6.67	.....	30.00	60.00	.....	33.33	33.33	33.33	.....	.....	25.00	75.00	.....
Item 2. Prepare for the vocation of homemaking and for related professional fields.																
Superintendent - Vocational	27.27	63.64	9.09	.....	20.83	45.83	29.17	4.17	25.00	50.00	18.75	6.25	10.00	50.00	30.00	.....
General	18.18	45.45	36.36	.....	22.22	11.11	55.56	11.11	.....	.....	66.67	16.67	.....	63.64	36.36	.....
Principal - Vocational	9.09	63.64	18.18	9.09	8.00	44.00	40.00	4.00	11.76	58.82	23.53	5.88	18.18	36.36	45.45	.....
General	33.33	33.33	33.33	.....	11.11	55.56	33.33	.....	.....	40.00	60.00	.....	40.00	20.00	40.00	.....
Counselor - Vocational	30.00	50.00	20.00	.....	23.81	47.62	19.05	4.76	10.00	70.00	20.00	.....	.....	.....	100.00	.....
General	6.67	26.67	40.00	6.67	10.00	50.00	30.00	.....	.....	66.67	33.33	.....	.....	50.00	50.00	.....
Item 3. Become a more efficient worker through actual work experience.																
Superintendent - Vocational	18.18	27.27	45.45	9.09	12.50	50.00	29.17	8.33	31.25	43.75	25.00	......	.....	70.00	30.00	.....
General	45.45	18.18	27.27	9.09	22.22	33.33	33.33	11.11	.....	33.33	16.67	33.33	18.18	45.45	36.36	.....
Principal - Vocational	.....	54.55	45.45	.....	28.00	32.00	28.00	12.00	.....	70.59	23.53	5.88	18.18	72.73	9.09	.....
General	33.33	33.33	26.67	6.67	11.11	66.67	11.11	11.11	20.00	60.00	20.00	.....	40.00	40.00	20.00	.....
Counselor - Vocational	30.00	50.00	20.00	.....	23.81	38.10	23.81	9.52	.....	60.00	20.00	20.00	.....	100.00	.....	.....
General	.....	33.33	33.33	20.00	10.00	40.00	20.00	20.00	33.33	66.67	.....	.....	25.00	50.00	25.00	.....
Item 4. Prepare to make intelligent choice of life work.																
Superintendent - Vocational	18.18	27.27	54.55	.....	8.33	62.50	25.00	4.17	.....	62.50	37.50	.....	.....	80.00	20.00	.....
General	45.45	18.18	27.27	9.09	.....	55.56	33.33	11.11	.....	.....	66.67	16.67	9.09	45.45	45.45	.....
Principal - Vocational	.....	18.18	63.64	18.18	8.00	48.00	40.00	4.00	5.88	52.94	41.18	.....	18.18	63.14	9.09	9.09
General	33.33	40.00	13.33	13.33	.....	44.44	55.56	.....	.....	60.00	40.00	.....	30.00	20.00	50.00	.....
Counselor - Vocational	10.00	50.00	40.00	.....	9.52	47.62	28.57	4.76	.....	50.00	40.00	10.00	.....	.....	100.00	.....
General	.....	.....	80.00	13.33	.....	20.00	70.00	.....	.....	33.33	66.67	.....	25.00	25.00	50.00	.....
Item 5. Reveal personal understandings and characteristics of the good citizen.																
Superintendent - Vocational	45.45	45.45	9.09	.....	37.50	62.50	.....	.....	37.50	37.50	25.00	.....	30.00	70.00	.....	.....
General	36.36	63.64	.....	.....	55.56	22.22	22.22	.....	.....	50.00	16.67	16.67	18.18	63.64	18.18	.....
Principal - Vocational	.....	54.55	45.45	.....	24.00	60.00	12.00	4.00	29.41	64.71	5.88	.....	36.36	54.55	.....	9.09
General	33.33	60.00	6.67	.....	33.33	55.56	11.11	.....	.....	60.00	40.00	.....	20.00	50.00	30.00	.....
Counselor - Vocational	10.00	70.00	20.00	.....	19.05	61.90	14.29	.....	.....	50.00	50.00	.....	.....	100.00	.....	.....
General	13.33	46.67	33.33	.....	20.00	50.00	20.00	.....	.....	66.67	33.33	.....	25.00	50.00	25.00	.....
Item 6. Improve study habits, study skills and other work habits.																
Superintendent - Vocational	18.18	72.73	9.09	.....	16.67	62.50	20.83	.....	31.25	43.75	25.00	.....	20.00	50.00	30.00	.....
General	45.45	36.36	18.18	.....	44.44	44.44	11.11	.....	.....	50.00	16.67	16.67	18.18	63.64	18.18	.....
Principal - Vocational	9.09	45.45	45.45	.....	24.00	44.00	28.00	14.00	23.53	64.71	11.76	.....	18.18	45.45	27.27	9.09
General	26.67	40.00	33.33	.....	11.11	66.67	22.22	.....	.....	60.00	40.00	.....	10.00	30.00	50.00	10.00
Counselor - Vocational	10.00	50.00	40.00	.....	14.29	38.10	33.33	9.52	10.00	30.00	40.00	20.00	.....	......	100.00	.....
General	.....	26.67	66.67	.....	.....	90.00	.....	.....	.....	66.67	33.33	.....	25.00	50.00	25.00	.....

TABLE 20

HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOL PROGRAM, 1964-65

A. The program is planned as an intregal part of the total school-community program.

Practices	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. The goal and activities of homemaking education contribute to the objectives of the total school.																
Superintendent - Vocational	45.45	54.55	.....	.....	58.33	33.33	8.33	.....	62.50	37.50	.....	.....	40.00	60.00	.....	.....
General	63.64	18.18	18.18	.....	55.56	33.33	11.11	.....	33.33	16.67	16.67	.....	45.45	54.55	.....	.....
Principal - Vocational	18.18	63.64	9.09	9.09	48.00	40.00	8.00	4.00	52.94	41.18	5.88	.....	45.45	45.45	9.09	.....
General	40.00	40.00	20.00	.....	33.33	44.44	22.22	.....	20.00	60.00	20.00	.....	40.00	45.45	10.00	.....
Counselor - Vocational	20.00	70.00	10.00	.....	42.86	47.62	4.76	.....	30.00	40.00	20.00	10.00	.....	100.00	.....	.....
General	40.00	40.00	6.67	.....	30.00	40.00	20.00	.....	33.33	33.33	33.33	.....	25.00	50.00	25.00	.....
Item 2. The activities are interrelated in the life and program of the school.																
Superintendent - Vocational	45.45	45.45	9.09	.....	54.17	29.17	16.67	.....	56.25	37.50	6.25	.....	40.00	60.00	.....	.....
General	27.27	63.64	9.09	.....	33.33	44.44	22.22	.....	33.33	33.33	.....	.....	45.45	45.45	9.09	.....
Principal - Vocational	18.18	36.36	36.36	9.09	28.00	60.00	4.00	4.00	47.06	47.06	5.88	.....	36.36	54.55	9.09	.....
General	20.00	46.67	33.33	.....	33.33	33.33	22.22	.....	20.00	60.00	20.00	.....	30.00	60.00	10.00	.....
Counselor - Vocational	.....	50.00	50.00	.....	38.10	52.38	4.76	.....	40.00	20.00	30.00	10.00	.....	100.00	.....	.....
General	33.33	33.33	20.00	.....	40.00	40.00	10.00	.....	33.33	33.33	33.33	.....	25.00	25.00	25.00	.....
Item 3. Parents and community leaders participate in planning and developing the various phases of the homemaking program.																
Superintendent - Vocational	.....	54.55	36.36	9.09	.....	33.33	54.17	12.50	.....	43.75	43.75	12.50	20.00	40.00	20.00	20.00
General	.....	18.18	81.82	.....	.....	22.22	33.33	44.44	.....	33.33	33.33	33.33	.....	36.36	63.64	.....
Principal - Vocational	9.09	9.09	18.18	63.64	4.00	28.00	52.00	12.00	17.65	11.76	47.06	23.53	18.18	.....	45.45	36.36
General	26.67	13.33	40.00	20.00	.....	.....	55.56	33.33	.....	40.00	20.00	40.00	.....	.....	80.00	20.00
Counselor - Vocational	.....	20.00	50.00	30.00	.....	14.29	52.38	33.33	.....	10.00	10.00	70.00	.....	.....	100.00	.....
General	.....	13.33	33.33	46.67	.....	10.00	20.00	70.00	33.33	.....	66.67	.....	.....	.....	75.00	25.00
Item 4. Students participate in planning and developing the various phases of the homemaking program.																
Superintendent - Vocational	36.36	45.45	18.18	.....	25.00	62.50	12.50	.....	37.50	43.75	18.75	.....	20.00	70.00	10.00	.....
General	27.27	45.45	27.27	.....	22.22	33.33	33.33	11.11	33.33	33.33	33.33	.....	27.27	45.45	27.27	.....
Principal - Vocational	.....	45.45	45.45	.....	12.00	44.00	24.00	12.00	17.65	52.94	29.41	.....	27.27	27.27	27.27	18.18
General	20.00	40.00	33.33	.....	22.22	22.22	55.56	.....	20.00	40.00	20.00	20.00	10.00	50.00	30.00	10.00
Counselor - Vocational	20.00	20.00	50.00	10.00	19.05	33.33	38.10	9.52	.....	40.00	10.00	40.00	.....	100.00	.....	.....
General	13.33	26.67	40.00	13.33	40.00	10.00	40.00	10.00	.....	33.33	66.67	.....	.....	50.00	50.00	.....

TABLE 21

HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOL PROGRAM, 1964-65

B. There is a comprehensive program serving the needs of individuals and groups in the community.

Practices	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. The needs of the families and individuals in the community have been recognized and the program has been based upon home and family life needs.																
Superintendent - Vocational	45.45	36.36	18.18	.....	25.00	62.50	12.50	.....	31.25	43.75	25.00	.....	30.00	40.00	30.00	.....
General	45.45	45.45	9.09	.....	33.33	33.33	33.33	.....	.....	50.00	50.00	.....	27.27	54.55	18.18	.....
Principal - Vocational	.....	45.45	45.45	9.09	12.00	64.00	20.00	.....	11.76	70.59	17.65	.....	18.18	72.73	.....	9.09
General	40.00	40.00	13.33	6.67	11.11	55.56	33.33	.....	.....	60.00	40.00	.....	30.00	40.00	10.00	20.00
Counselor - Vocational	20.00	50.00	30.00	.....	23.81	47.62	23.81	4.76	.....	30.00	40.00	20.00	.....	100.00	.....	.....
General	20.00	46.67	13.33	13.33	10.00	60.00	30.00	.....	33.33	33.33	33.33	.....	25.00	50.00	.....	25.00
Item 2. Physical facilities which are especially suitable and effective in the instruction of homemaking are provided and utilized.																
Superintendent - Vocational	63.64	27.27	9.09	.....	50.00	41.67	8.33	.....	56.25	43.75	.....	.....	40.00	50.00	10.00	......
General	72.73	18.18	9.09	.....	66.67	22.22	11.11	.....	16.67	83.33	.....	.....	45.45	54.55	.....	.....
Principal - Vocational	27.27	45.45	27.27	.....	32.00	52.00	8.00	4.00	35.29	47.06	17.65	.....	9.09	54.55	36.36	.....
General	66.67	6.67	26.67	.....	55.56	11.11	33.33	.....	20.00	60.00	20.00	.....	30.00	60.00	10.00	.....
Counselor - Vocational	50.00	50.00	.....	.....	38.10	57.14	4.76	.....	60.00	.....	30.00	.....	.....	100.00	.....	.....
General	46.67	26.67	13.33	6.67	60.00	40.00	.....	.....	.....	66.67	33.33	.....	50.00	25.00	25.00	.....
Item 3. Those learning aids which are especially suitable and effective in the instruction of homemaking are provided and utilized.																
Superintendent - Vocational	54.56	36.36	9.09	.....	41.67	45.83	12.50	.....	62.50	37.50	.....	.....	30.00	60.00	10.00	.....
General	54.56	45.45	.....	.....	66.67	22.22	11.11	.....	33.33	66.67	.....	.....	45.45	45.45	9.09	.....
Principal - Vocational	45.45	45.45	9.09	.....	24.00	60.00	12.00	.....	35.29	47.06	17.65	.....	18.18	63.64	9.09	.....
General	60.00	40.00	.....	.....	66.67	22.22	11.11	.....	40.00	60.00	.....	.....	20.00	60.00	20.00	.....
Counselor - Vocational	50.00	50.00	.....	.....	28.57	61.90	9.52	.....	40.00	50.00	.....	.....	.....	100.00	.....	.....
General	46.67	33.33	13.33	.....	90.00	10.00	.....	.....	.....	100.00	.....	.....	25.00	50.00	25.00	.....
Item 4. Provision is made for continuous evaluations of the homemaking program.																
Superintendent - Vocational	45.45	36.36	18.18	.....	25.00	45.83	25.00	4.17	12.50	50.00	31.25	6.25	30.00	60.00	10.00	.....
General	36.36	45.45	18.18	.....	33.33	33.33	22.22	11.11	.....	50.00	50.00	.....	.....	72.73	27.27	.....
Principal - Vocational	18.18	27.27	45.45	.....	4.00	64.00	24.00	.....	29.41	23.53	47.06	.....	18.18	36.36	36.36	9.09
General	66.67	33.33	.....	.....	33.33	33.33	33.33	.....	20.00	40.00	40.00	.....	10.00	30.00	50.00	10.00
Counselor - Vocational	20.00	50.00	30.00	.....	14.29	47.62	14.29	19.05	.....	40.00	20.00	30.00	.....	.....	100.00	.....
General	26.67	33.33	33.33	.....	10.00	60.00	30.00	.....	66.67	.....	33.33	.....	.....	50.00	50.00	.....
Item 5. Adequately qualified instructional personnel is provided for the homemaking education program.																
Superintendent - Vocational	63.64	36.36	.....	.....	87.50	8.33	.....	.....	87.50	12.50	.....	.....	60.00	40.00	.....	.....
General	90.91	.....	9.09	.....	77.78	22.22	.....	.....	50.00	50.00	.....	.....	63.64	27.27	9.09	.....
Principal - Vocational	90.91	.....	.....	.....	52.00	28.00	8.00	4.00	76.47	23.53	.....	.....	63.64	36.36	.....	.....
General	66.67	33.33	.....	.....	55.56	44.44	.....	.....	20.00	80.00	.....	.....	40.00	40.00	20.00	.....
Counselor - Vocational	70.00	30.00	.....	.....	71.43	19.05	4.76	4.76	60.00	30.00	.....	.....	.....	100.00	.....	.....
General	66.67	26.67	.....	.....	90.00	10.00	.....	.....	66.67	33.33	.....	.....	.....	100.00	.....	.....

TABLE 22

HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOL PROGRAM, 1964-65

C. The local program centers instruction on the needs, interests, problems or concerns of individuals and families in the local situation and the field of home economics in relation to these needs and interests.

C_1. Goals and learning experiences are related to:	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item a. Developmental tasks of each age level.																
Superintendent - Vocational	36.36	45.45	9.09	9.09	37.50	62.50	.....	.....	31.25	56.25	12.50	.....	30.00	70.00	.....	.....
General	54.56	45.45	.....	.....	33.33	55.56	.....	.....	.....	50.00	50.00	.....	27.27	54.55	18.18	.....
Principal - Vocational	45.45	45.45	.....	.....	28.00	52.00	12.00	4.00	41.25	52.94	5.88	.....	45.45	45.45	9.09	.....
General	53.33	33.33	13.33	.....	33.33	44.44	22.22	.....	.....	60.00	40.00	.....	40.00	60.00	.....	.....
Counselor - Vocational	30.00	50.00	10.00	.....	38.10	38.10	19.05	.....	.....	80.00	.....	10.00	.....	.....	100.00	.....
General	46.67	13.33	33.33	.....	60.00	20.00	20.00	.....	33.33	52.94	33.33	.....	25.00	75.00	.....	.....
Item b. Interests, abilities, problems of specific individuals and groups concerned.																
Superintendent - Vocational	36.36	54.56	9.09	.....	33.33	54.17	12.50	.....	62.50	37.50	.....	.....	40.00	40.00	20.00	.....
General	54.56	36.36	9.09	.....	55.56	22.22	22.22	.....	50.00	50.00	.....	.....	27.27	72.73	.....	.....
Principal - Vocational	45.45	54.56	.....	.....	16.00	72.00	4.00	4.00	47.06	52.94	.....	.....	36.36	54.55	.....	9.09
General	40.00	33.33	26.67	.....	44.44	33.33	22.22	.....	.....	80.00	20.00	.....	20.00	50.00	20.00	.....
Counselor - Vocational	30.00	60.00	10.00	.....	33.33	33.33	33.33	.....	20.00	30.00	30.00	10.00	.....	.....	100.00	.....
General	26.67	46.67	20.00	.....	50.00	50.00	.....	.....	33.33	33.33	33.33	.....	50.00	25.00	25.00	.....
Item c. Problems, concerns, resources, values and patterns of living of families in the local community.																
Superintendent - Vocational	27.27	45.45	27.27	.....	25.00	62.50	12.50	.....	43.75	50.00	6.25	.....	30.00	70.00	.....	.....
General	36.36	45.45	18.18	.....	44.44	33.33	22.22	.....	.....	83.33	16.67	.....	27.27	63.64	9.09	.....
Principal - Vocational	18.18	63.64	.....	9.09	20.00	68.00	4.00	4.00	35.29	52.94	11.76	.....	36.36	54.55	.....	9.09
General	26.67	60.00	13.33	.....	22.22	55.56	22.22	.....	.....	80.00	20.00	.....	30.00	50.00	10.00	10.00
Counselor - Vocational	20.00	50.00	30.00	.....	33.33	28.57	33.33	4.76	.....	40.00	40.00	10.00	.....	100.00	.....	.....
General	33.33	33.33	20.00	6.67	20.00	50.00	30.00	.....	.....	66.67	33.33	.....	25.00	50.00	25.00	.....
Item d. Tasks of families throughout life cycle.																
Superintendent - Vocational	27.27	54.56	18.18	.....	20.83	58.33	20.83	.....	12.50	75.00	12.50	.....	30.00	30.00	40.00	.....
General	18.18	63.64	18.18	.....	22.22	44.44	33.33	.....	.....	83.33	16.67	.....	18.18	72.73	9.09	.....
Principal - Vocational	18.18	63.64	.....	9.09	8.00	64.00	20.00	.....	17.65	70.59	11.76	.....	18.18	54.55	9.09	9.09
General	20.00	73.33	6.67	.....	22.22	55.56	22.22	.....	.....	40.00	60.00	.....	10.00	60.00	30.00	.....
Counselor - Vocational	20.00	50.00	30.00	.....	28.57	47.62	23.81	.....	.....	40.00	50.00	.....	.....	.....	100.00	.....
General	40.00	26.67	20.00	6.67	30.00	40.00	30.00	.....	.....	33.33	33.33	.....	.....	50.00	50.00	.....
Item e. Various age groups and different sexes in the school and in the community.																
Superintendent - Vocational	18.18	63.64	18.18	.....	4.17	45.83	45.83	4.17	18.75	56.25	12.50	12.50	30.00	40.00	30.00	.....
General	.....	54.56	18.18	27.27	11.11	33.33	44.44	11.11	.....	83.33	16.67	.....	27.27	54.55	18.18	.....
Principal - Vocational	9.09	54.56	27.27	9.09	8.00	40.00	32.00	12.00	23.53	47.06	29.41	.....	27.27	45.45	18.18	9.09
General	6.67	66.67	20.00	6.67	33.33	33.33	22.22	11.11	.....	60.00	40.00	.....	.....	60.00	30.00	10.00
Counselor - Vocational	20.00	50.00	30.00	.....	9.52	47.62	28.57	14.29	.....	30.00	40.00	20.00	.....	.....	100.00	.....
General	27.67	13.33	33.33	20.00	30.00	40.00	10.00	20.00	.....	33.33	33.33	33.33	.....	25.00	75.00	.....

TABLE 23

HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOL PROGRAM, 1964-65

C_2. Program is so organized as to provide instruction which reaches all individuals and groups:	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item a. The local situation is recognized and utilized as a basis for determining the organization of learning experiences.																
Superintendent - Vocational	36.36	63.64	.....	.....	16.67	35.17	20.83	4.17	37.50	43.75	12.50	.....	20.00	80.00	.....	.....
General	36.36	45.45	18.18	.....	55.56	11.11	22.22	.....	.....	50.00	33.33	16.67	18.18	63.64	18.18	.....
Principal - Vocational	27.27	18.18	45.45	.....	20.00	68.00	12.00	.....	23.53	58.82	17.65	.....	18.18	72.73	.....	9.09
General	33.33	46.67	20.00	.....	11.11	55.56	33.33	.....	.....	60.00	20.00	.....	10.00	60.00	20.00	10.00
Counselor - Vocational	10.00	70.00	20.00	.....	14.29	47.62	33.33	.....	.....	40.00	40.00	20.00	.....	.....	.....	.....
General	6.67	46.67	40.00	6.67	10.00	50.00	30.00	.....	.....	66.67	.....	.....	25.00	25.00	50.00	.....
Item b. Skills, facts and basic principles are used as tools for solving problems which students recognize in meeting new situations in family living and wage earning.																
Superintendent - Vocational	36.36	45.45	18.18	.....	29.17	45.83	20.83	.....	37.50	56.25	12.50	.....	30.00	40.00	30.00	.....
General	45.45	45.45	9.09	.....	44.44	44.44	11.11	.....	.....	83.33	16.67	.....	18.18	89.82	.....	.....
Principal - Vocational	.....	81.82	18.18	.....	20.00	60.00	16.00	.....	23.53	64.71	5.88	.....	9.09	72.73	18.18	.....
General	46.67	46.67	6.67	.....	33.33	55.56	11.11	.....	.....	80.00	.....	.....	20.00	40.00	40.00	.....
Counselor - Vocational	10.00	70.00	20.00	.....	19.05	52.38	28.57	.....	20.00	40.00	40.00	.....	.....	100.00	.....	.....
General	20.00	46.67	33.33	.....	10.00	50.00	30.00	.....	33.33	33.33	33.33	.....	.....	75.00	25.00	.....
Item c. Students carefully plan and carry out variety of worthwhile home experiences interrelated with class work.																
Superintendent - Vocational	27.27	45.45	18.18	.....	29.17	54.17	12.50	.....	62.50	31.25	6.25	.....	30.00	50.00	20.00	.....
General	9.09	63.64	27.27	.....	33.33	55.56	11.11	.....	50.00	50.00	.....	.....	27.27	63.64	9.09	.....
Principal - Vocational	9.09	45.45	18.18	27.27	32.00	48.00	20.00	.....	35.29	52.94	11.76	.....	45.45	45.45	.....	9.09
General	13.33	66.67	13.33	6.67	33.33	33.33	11.11	22.22	20.00	20.00	40.00	.....	.....	60.00	30.00	10.00
Counselor - Vocational	10.00	50.00	30.00	10.00	33.33	47.62	14.29	4.76	10.00	40.00	40.00	10.00	.....	100.00	.....	.....
General	40.00	33.33	26.67	.....	10.00	30.00	50.00	.....	.....	33.33	66.67	.....	.....	50.00	50.00	.....
Item d. Student surveys are sometimes made to arrive at problems and concerns of the individuals and groups.																
Superintendent - Vocational	.....	81.82	9.09	.....	16.67	45.83	29.17	.....	18.75	37.50	37.50	6.25	10.00	30.00	40.00	20.00
General	18.18	27.27	45.45	9.09	11.11	11.11	66.67	.....	.....	.....	66.67	33.33	.....	27.27	54.55	18.18
Principal - Vocational	18.18	45.45	18.18	18.18	8.00	36.00	40.00	12.00	17.65	35.29	47.06	.....	18.18	36.36	27.27	18.18
General	40.00	46.67	13.13	.....	11.11	33.33	11.11	44.44	.....	20.00	40.00	20.00	.....	30.00	50.00	20.00
Counselor - Vocational	10.00	50.00	20.00	20.00	4.76	33.33	23.81	33.33	20.00	10.00	30.00	40.00	.....	.....	.....	100.00
General	6.67	53.33	33.33	6.67	10.00	10.00	20.00	50.00	.....	.....	10.00	.....	.....	25.00	50.00	25.00

TABLE 23--Continued

C_2. Program is so organized as to provide instruction which reaches all individuals and groups:	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item g. Community persons sometimes brought into class to contribute to solutions of problems.																
Superintendent - Vocational	36.36	45.45	18.18	.....	29.17	41.67	16.67	4.17	18.75	50.00	25.00	6.25	30.00	50.00	10.00	.....
General	18.18	45.45	36.26	.....	.....	44.44	55.56	.....	16.67	33.33	33.33	16.67	9.09	27.27	54.55	9.09
Principal - Vocational	54.56	27.27	18.18	.....	24.00	44.00	20.00	12.00	35.29	23.53	35.29	5.88	45.45	36.36	9.09	9.09
General	26.67	33.33	33.33	6.67	22.22	44.44	22.22	11.11	.....	40.00	40.00	.....	20.00	.....	70.00	10.00
Counselor - Vocational	20.00	40.00	20.00	20.00	23.81	33.33	33.33	9.52	30.00	20.00	30.00	20.00	.....	.....	100.00	.....
General	33.33	26.67	33.33	6.67	.....	40.00	50.00	.....	66.67	.....	33.33	.....	25.00	25.00	25.00	25.00
Item h. Visits to homes, community agencies, commercial firms, and/or other appropriate places frequently made.																
Superintendent - Vocational	18.18	45.45	18.18	9.09	16.67	33.33	41.67	4.17	50.00	18.75	25.00	6.25	20.00	40.00	40.00	.....
General	27.27	18.18	36.36	18.18	.....	11.11	77.78	11.11	.....	33.33	33.33	33.33	.....	27.27	54.55	18.18
Principal - Vocational	18.18	45.45	27.27	9.09	20.00	36.00	32.00	12.00	35.29	17.65	35.29	11.76	36.36	18.18	36.36	9.09
General	6.67	40.00	40.00	13.33	.....	22.22	44.44	33.33	.....	40.00	40.00	.....	10.00	10.00	50.00	30.00
Counselor - Vocational	20.00	30.00	30.00	20.00	19.05	28.57	42.86	9.52	.....	30.00	40.00	30.00	.....	.....	100.00	.....
General	6.67	26.67	53.33	13.33	.....	10.00	40.00	40.00	33.33	33.33	33.33	.....	.....	25.00	.....	75.00
Item e. Learning experiences are related to the home and social environment.																
Superintendent - Vocational	36.36	45.45	9.09	.....	29.17	54.17	12.50	.....	43.75	50.00	6.25	.....	30.00	70.00	.....	.....
General	45.45	45.45	9.09	.....	33.33	44.44	22.22	.....	.....	100.00	.....	.....	36.36	54.55	9.09	.....
Principal - Vocational	9.09	63.64	27.27	.....	40.00	60.00	.....	.....	41.18	52.94	5.88	.....	36.36	54.55	9.09	.....
General	33.33	66.67	.....	.....	22.22	44.44	33.33	.....	.....	60.00	20.00	.....	40.00	40.00	10.00	10.00
Counselor - Vocational	20.00	40.00	40.00	.....	28.57	47.62	23.81	.....	20.00	40.00	20.00	20.00	.....	100.00	.....	.....
General	46.67	33.33	20.00	.....	30.00	40.00	20.00	.....	.....	66.67	33.33	.....	25.00	50.00	25.00	.....
Item f. Work experiences are sometimes utilized to give practical application to learning.																
Superintendent - Vocational	.....	54.56	45.45	.....	20.83	41.67	29.17	4.17	18.75	43.75	18.75	12.50	40.00	20.00	40.00	.....
General	18.18	36.36	45.45	.....	.....	44.44	33.33	22.22	.....	33.33	33.33	33.33	9.09	45.45	45.45	.....
Principal - Vocational	9.09	45.45	27.27	18.18	8.00	52.00	28.00	8.00	5.88	47.06	41.18	5.88	27.27	45.45	9.09	18.18
General	26.67	33.33	33.33	6.67	11.11	44.44	11.11	33.33	.....	20.00	40.00	20.00	20.00	30.00	40.00	10.00
Counselor - Vocational	20.00	30.00	30.00	20.00	14.29	42.86	33.33	9.52	10.00	40.00	30.00	20.00	.....	.....	100.00	.....
General	20.00	40.00	13.33	26.67	30.00	20.00	30.00	10.00	33.33	33.33	33.33	.....	25.00	25.00	25.00	25.00

TABLE 23--Continued

C_2. Program is so organized as to provide instruction which reaches all individuals and groups:	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item i. An active chapter of an organization for appropriate age group is part of the program.																
Superintendent - Vocational	45.45	18.18	27.27	9.09	41.67	29.17	16.67	8.33	50.00	37.50	6.25	6.25	40.00	30.00	10.00	20.00
General	27.27	18.18	18.18	36.36	11.11	33.33	55.56	.....	.....	.....	83.33	16.67	.....	9.09	45.45	45.45
Principal - Vocational	9.09	9.09	45.45	36.36	40.00	40.00	12.00	8.00	82.35	17.65	.....	.....	63.64	9.09	9.09	18.18
General	13.33	40.00	26.67	20.00	22.22	44.44	11.11	22.22	20.00	20.00	.....	40.00	10.00	10.00	10.00	70.00
Counselor - Vocational	10.00	30.00	10.00	50.00	47.62	23.81	23.81	4.76	40.00	40.00	10.00	10.00	100.00	.....	.....	.....
General	13.33	33.33	20.00	33.33	20.00	10.00	40.00	20.00	33.33	.....	33.33	33.33	.....	.....	25.00	75.00
Item j. Students and teacher have adequate time definitely scheduled and used for individual or small group conferences.																
Superintendent - Vocational	18.18	72.73	9.09	.....	16.67	54.17	25.00	.....	56.25	37.50	.....	6.25	50.00	40.00	.....	10.00
General	18.18	18.18	45.45	18.18	44.44	33.33	22.22	.....	.....	33.33	33.33	33.33	.....	63.64	27.27	9.09
Principal - Vocational	9.09	18.18	54.56	18.18	20.00	48.00	24.00	8.00	29.41	35.29	35.29	.....	36.36	45.45	18.18	.....
General	13.33	40.00	33.33	13.33	22.22	22.22	44.44	11.11	.....	20.00	40.00	20.00	10.00	30.00	40.00	20.00
Counselor - Vocational	.....	30.00	20.00	50.00	9.52	28.57	33.33	23.81	20.00	20.00	30.00	30.00	.....	.....	100.00	.....
General	13.33	33.33	40.00	13.33	30.00	10.00	30.00	20.00	.....	33.33	33.33	33.33	.....	50.00	.....	50.00
Item k. Teacher visits homes of students and cooperates with family members in supervision of home and community experiences of students.																
Superintendent - Vocational	9.09	18.18	36.36	27.27	20.83	16.67	37.50	16.67	31.25	12.50	43.75	12.50	20.00	30.00	30.00	20.00
General	9.09	18.18	27.27	45.45	.....	.....	55.56	44.44	33.33	.....	33.33	33.33	18.18	.....	45.45	36.36
Principal - Vocational	.....	18.18	18.18	63.64	8.00	32.00	40.00	20.00	5.88	29.41	35.29	29.41	9.09	45.45	18.18	27.27
General	13.33	.....	33.33	33.33	.....	.....	22.22	77.18	20.00	.....	.....	60.00	.....	.....	20.00	80.00
Counselor - Vocational	20.00	10.00	10.00	60.00	4.76	23.81	42.86	28.57	.....	.....	60.00	40.00	.....	.....	.....	100.00
General	.....	.....	33.33	66.67	.....	20.00	10.00	60.00	.....	33.33	33.33	33.33	.....	.....	25.00	75.00

TABLE 24

HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOL PROGRAM, 1964-65

C_3. The program has gained the support of local groups and individuals because its value in the school curriculum has been established.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practices				Extent of Practices			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item a. There are evidences of personal growth of individuals reached by the program.																
Superintendent - Vocational	9.09	90.91	.....	.....	25.00	58.33	12.50	.....	43.75	50.00	6.25	.....	30.00	50.00	10.00	.....
General	18.18	54.56	18.18	.....	11.11	77.78	11.11	.....	.....	83.33	16.67	.....	18.18	63.64	18.18	.....
Principal - Vocational	.....	45.45	45.45	.....	20.00	60.00	12.00	.....	17.65	70.59	11.76	.....	36.36	64.55	9.09	.....
General	26.67	40.00	33.33	.....	11.11	55.56	33.33	.....	.....	60.00	20.00	.....	30.00	40.00	20.00	10.00
Counselor - Vocational	10.00	40.00	50.00	.....	9.52	52.38	23.81	9.52	.....	50.00	50.00	.....	.....	.....	100.00	.....
General	13.33	46.67	33.33	6.67	10.00	60.00	20.00	.....	33.33	66.67	.....	.....	.....	75.00	.....	25.00
Item b. There are evidences of improved practices in family living.																
Superintendent - Vocational	9.09	72.73	9.09	9.09	16.67	58.33	20.83	.....	31.25	37.50	31.25	.....	20.00	40.00	30.00	.....
General	18.18	45.45	27.27	.....	11.11	66.67	22.22	.....	.....	83.33	16.67	.....	18.18	54.55	27.27	.....
Principal - Vocational	.....	45.45	27.27	27.27	8.00	60.00	20.00	.....	17.65	41.18	41.18	.....	27.27	45.45	18.18	.....
General	20.00	33.33	46.67	.....	.....	44.44	55.56	.....	.....	40.00	40.00	.....	20.00	50.00	10.00	20.00
Counselor - Vocational	.....	50.00	50.00	.....	9.52	38.10	28.57	14.29	.....	20.00	80.00	.....	.....	.....	100.00	.....
General	13.33	20.00	53.33	13.33	.....	40.00	10.00	20.00	.....	100.00	.....	.....	.....	25.00	50.00	25.00
Item c. A large number of persons who could benefit by the program are being reached.																
Superintendent - Vocational	9.09	45.45	45.45	.....	12.50	70.83	16.67	.....	31.25	43.75	25.00	.....	10.00	60.00	30.00	.....
General	.....	54.56	27.27	9.09	11.11	22.22	55.56	11.11	.....	50.00	33.33	16.67	.....	63.64	36.36	.....
Principal - Vocational	18.18	18.18	54.56	9.09	20.00	60.00	20.00	.....	11.76	41.18	41.18	.....	36.36	36.36	18.18	.....
General	6.67	46.67	40.00	6.67	.....	77.78	22.22	.....	.....	60.00	40.00	.....	20.00	50.00	10.00	20.00
Counselor - Vocational	10.00	40.00	40.00	10.00	4.76	47.62	42.86	4.76	10.00	60.00	20.00	10.00	.....	......	100.00	.....
General	.....	33.33	46.67	6.67	20.00	40.00	20.00	20.00	.....	66.67	.....	33.33	.....	25.00	50.00	25.00
Item d. There are evidences of desirable changes in behavior of pupils.																
Superintendent - Vocational	9.09	81.82	9.09	.....	20.83	62.50	16.67	.....	37.50	50.00	12.50	.....	50.00	30.00	20.00	.....
General	9.09	45.45	36.36	.....	.....	77.78	22.22	.....	.....	83.33	16.67	.....	18.18	63.64	18.18	.....
Principal - Vocational	.....	18.18	81.82	.....	8.00	64.00	20.00	.....	17.65	58.82	17.65	.....	36.36	45.45	9.09	.....
General	13.33	60.00	26.67	.....	22.22	44.44	33.33	.....	.....	60.00	40.00	.....	20.00	50.00	30.00	.....
Counselor - Vocational	10.00	40.00	40.00	10.00	19.05	28.57	33.33	.....	.....	60.00	30.00	10.00	.....	.....	100.00	.....
General	6.67	26.67	53.33	.....	20.00	50.00	30.00	.....	.....	33.33	66.67	.....	.....	75.00	.....	25.00

TABLE 24--Continued

C_3. The program has gained the support of local groups and individuals because its value in the school curriculum has been established.	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item e. The program is understood and participated in by the students in the high school and the people of the community.																
Superintendent - Vocational	.....	81.82	18.18	.....	16.67	58.33	25.00	.....	18.75	62.50	18.75	.....	30.00	70.00	.....	.....
General	.....	54.56	45.45	.....	.....	66.67	33.33	.....	.....	83.33	16.67	.....	9.09	63.64	27.27	.....
Principal - Vocational	9.09	45.45	45.45	.....	12.00	60.00	24.00	.....	17.65	47.06	29.41	.....	27.27	45.45	18.18	.....
General	13.33	46.67	26.67	13.33	.....	55.56	44.44	.....	.....	60.00	20.00	20.00	10.00	50.00	30.00	10.00
Counselor - Vocational	10.00	20.00	50.00	20.00	4.76	42.86	47.62	4.76	10.00	20.00	50.00	20.00	.....	.....	100.00	.....
General	.....	33.33	33.33	13.33	.....	40.00	40.00	10.00	33.33	.....	33.33	.....	.....	75.00	25.00	.....
Item f. The department presents a desirable standard for the community (size, attractive learning, adequate library and teaching material).																
Superintendent - Vocational	63.64	27.27	9.09	.....	33.33	54.17	12.50	.....	62.50	25.00	12.50	.....	40.00	40.00	20.00	.....
General	9.09	90.91	.....	.....	66.67	33.33	.....	.....	33.33	.....	66.67	.....	36.36	36.36	27.27	.....
Principal - Vocational	9.09	54.56	36.36	.....	20.00	60.00	20.00	.....	11.76	64.71	17.65	.....	18.18	63.64	9.09	.....
General	20.00	40.00	33.33	6.67	11.11	77.78	11.11	.....	40.00	40.00	20.00	.....	.....	50.00	50.00	.....
Counselor - Vocational	20.00	50.00	30.00	.....	14.29	33.33	38.10	9.52	40.00	20.00	30.00	10.00	.....	.....	100.00	.....
General	33.33	33.33	13.33	6.67	40.00	40.00	20.00	.....	.....	33.33	66.67	.....	.....	75.00	.....	25.00

TABLE 25

PERCENTAGE DISTRIBUTION OF PRACTICES IN SUBJECT MATTER CONTENT - HOME ECONOMICS SECONDARY EDUCATION PROGRAM, 1964-65

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. School, home and community experiences in planning, preparing and serving meals.																
Superintendents																
Vocational	45.45	45.45	.....	.....	41.67	50.00	4.17	.....	68.52	31.25	6.25	.....	50.00	50.00	.....	.....
General	63.64	27.27	9.09	.....	66.67	22.22	11.11	.....	66.67	33.33	.....	.....	72.73	18.18	9.09	.....
Principals																
Vocational	36.36	45.45	18.18	.....	56.00	40.00	4.00	.....	47.06	47.06	.....	.....	72.73	18.18	.....	.....
General	53.33	33.33	13.33	.....	55.56	22.22	22.22	.....	40.00	60.00	.....	.....	50.00	30.00	20.00	.....
Counselors																
Vocational	50.00	40.00	.....	10.00	52.38	33.33	14.29	.....	40.00	60.00	.....	.....	100.00	.....	.....	.....
General	33.33	13.33	26.67	13.33	60.00	10.00	20.00	10.00	.....	66.67	33.33	.....	25.00	50.00	25.00	.....
Item 2. Selecting, taking care of and making clothes.																
Superintendents																
Vocational	54.55	36.36	.....	.....	66.67	33.33	.....	.....	81.25	18.75	.....	.....	50.00	50.00	.....	.....
General	90.91	9.09	.....	.....	77.78	22.22	.....	.....	33.33	66.67	.....	.....	81.82	18.18	.....	.....
Principals																
Vocational	54.55	27.27	18.18	.....	64.50	32.00	4.00	.....	58.82	35.29	.....	.....	81.82	9.09	.....	.....
General	66.67	33.33	.....	.....	55.56	44.44	.....	.....	40.00	60.00	.....	.....	70.00	20.00	10.00	.....
Counselors																
Vocational	60.00	40.00	.....	.....	57.14	33.33	9.52	.....	50.00	30.00	20.00	.....	.....	100.00	.....	.....
General	46.67	33.33	6.67	.....	80.00	10.00	10.00	.....	66.67	33.33	.....	.....	25.00	75.00	.....	.....
Item 8. Understanding housing including furnishing and equipment for homes.																
Superintendents																
Vocational	63.64	27.27	.....	.....	54.17	41.67	4.17	.....	56.25	43.75	.....	.....	30.00	40.00	30.00	.....
General	54.55	36.36	.....	.....	44.44	33.33	.....	.....	16.67	33.33	50.00	.....	45.45	54.55	.....	.....
Principals																
Vocational	54.55	27.27	18.18	.....	24.00	68.00	8.00	.....	41.18	41.18	.....	.....	36.36	54.55	.....	.....
General	53.33	46.67	.....	.....	44.44	33.33	22.22	.....	20.00	60.00	20.00	.....	30.00	50.00	20.00	.....
Counselors																
Vocational	40.00	60.00	.....	.....	28.57	47.62	14.29	.....	30.00	40.00	20.00	10.00	.....	.....	.....	.....
Counselors	26.67	33.33	20.00	6.67	50.00	20.00	30.00	4.76	.....	100.00	.....	.....	50.00	50.00	.....	.....

TABLE 26

PERCENTAGE DISTRIBUTION OF PRACTICES IN SUBJECT MATTER CONTENT - HOME ECONOMICS SECONDARY EDUCATION PROGRAM, 1964-65

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 4. Improving one's manners.																
Superintendents																
Vocational	63.64	27.27	.....	.....	50.00	8.33	.....	.....	68.75	31.25	.....	.....	50.00	50.00	.....	.....
General	81.82	18.18	.....	.....	77.78	11.11	.....	.....	33.33	66.67	.....	.....	72.73	18.18	9.09	.....
Principals																
Vocational	63.64	18.18	18.18	.....	36.00	4.00	12.00	.....	70.59	23.53	.....	.....	72.73	18.18	.....	.....
General	66.67	33.33	.....	.....	55.56	11.11	.....	.....	20.00	80.00	.....	.....	40.00	40.00	20.00	.....
Counselors																
Vocational	50.00	40.00	.....	10.00	33.33	23.81	9.52	.....	30.00	30.00	20.00	20.00	.....	.....	100.00	.....
General	33.33	33.33	70.00	.....	60.00	30.00	.....	.....	33.33	33.33	33.33	.....	50.00	50.00	.....	.....
Item 5. Understanding one's self.																
Superintendents																
Vocational	54.55	36.36	.....	.....	50.00	45.83	4.17	.....	75.00	25.00	.....	.....	40.00	60.00	.....	.....
General	63.64	18.18	18.18	.....	66.67	22.22	11.11	.....	50.00	33.33	16.67	.....	45.45	45.45	9.09	.....
Principals																
Vocational	54.55	27.27	18.18	.....	24.00	60.00	16.00	.....	64.71	29.41	.....	.....	54.55	27.27	9.09	.....
General	66.67	33.33	.....	.....	55.56	44.44	.....	.....	20.00	80.00	.....	.....	30.00	50.00	20.00	.....
Counselors																
Vocational	40.00	50.00	.....	.....	28.57	47.62	23.81	.....	20.00	10.00	50.00	20.00	.....	100.00	.....	.....
General	26.67	40.00	20.00	.....	60.00	20.00	20.00	.....	33.33	33.33	33.33	.....	50.00	25.00	25.00	.....
Item 6. Improving one's personal grooming.																
Superintendents																
Vocational	63.64	27.27	.....	.....	58.33	41.67	.....	.....	68.75	31.25	.....	.....	60.00	40.00	.....	.....
General	63.64	36.36	.....	.....	77.78	22.22	.....	.....	33.33	66.67	.....	.....	63.64	27.27	9.09	.....
Principals																
Vocational	45.45	45.45	9.09	.....	36.00	60.00	.....	4.00	76.47	17.65	.....	.....	63.64	27.27	.....	.....
General	66.67	33.33	.....	.....	55.56	33.33	.....	.....	40.00	60.00	.....	.....	40.00	30.00	30.00	.....
Counselors																
Vocational	50.00	50.00	.....	.....	42.86	47.62	9.52	.....	40.00	20.00	30.00	10.00	.....	100.00	.....	.....
General	40.00	46.67	.....	.....	60.00	30.00	10.00	.....	66.67	33.33	.....	.....	50.00	50.00	.....	.....

TABLE 27

PERCENTAGE DISTRIBUTION OF PRACTICES IN SUBJECT MATTER CONTENT - HOME ECONOMICS SECONDARY EDUCATION PROGRAM, 1964-65

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 3. Understanding and living with children.																
Superintendents																
Vocational	36.36	54.55	.....	.....	29.17	62.50	8.33	.....	56.25	43.75	.....	.....	10.00	70.00	20.00	.....
General	45.45	45.45	9.09	.....	44.44	44.44	11.11	.....	50.00	33.33	16.67	.....	54.55	36.36	9.09	.....
Principals																
Vocational	45.45	45.45	9.09	.....	36.00	52.00	4.00	8.00	41.18	47.06	5.88	.....	54.55	18.18	18.18	.....
General	66.67	33.33	.....	.....	55.56	33.33	11.11	.....	20.00	60.00	20.00	.....	20.00	50.00	30.00	.....
Counselors																
Vocational	30.00	60.00	10.00	.....	28.57	47.62	23.81	.....	30.00	40.00	.....	30.00	.....	100.00	.....	.....
General	20.00	33.33	20.00	13.33	50.00	10.00	30.00	10.00	.....	33.33	66.67	.....	25.00	25.00	50.00	.....
Item 7. Understanding families and living in one's own home.																
Superintendents																
Vocational	45.45	45.45	.....	.....	37.50	62.50	.....	.....	62.50	37.50	.....	.....	20.00	70.00	10.00	.....
General	63.64	27.27	9.09	.....	55.56	33.33	11.11	.....	16.67	66.67	16.67	.....	63.64	36.36	.....	.....
Principals																
Vocational	45.45	45.45	9.09	.....	32.00	60.00	8.00	.....	58.82	35.29	.....	.....	63.64	27.27	.....	.....
General	53.33	46.67	.....	.....	44.44	33.33	22.22	.....	20.00	40.00	40.00	.....	40.00	40.00	20.00	.....
Counselors																
Vocational	40.00	50.00	10.00	.....	33.33	47.62	19.05	.....	20.00	30.00	50.00	.....	.....	100.00	.....	.....
General	33.33	40.00	13.33	.....	50.00	20.00	30.00	.....	.....	66.67	33.33	.....	50.00	.....	50.00	.....

TABLE 28

PERCENTAGE DISTRIBUTION OF PRACTICES IN EXPERIENCING WITH MATERIAL AND HUMAN RESOURCES

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. Develop important learning skills, e.g. interviews, surveys.																
Superintendents																
Vocational	45.45	45.45	.....	9.09	20.83	41.67	37.50	.....	12.50	50.00	31.25	6.25	.....	60.00	40.00	.....
General	27.27	9.09	63.64	.....	11.11	44.44	33.33	11.11	.....	.....	50.00	50.00	.....	36.36	54.55	9.09
Principals																
Vocational	9.09	45.45	45.45	.....	4.00	56.00	28.00	8.00	5.88	47.06	35.29	5.88	9.09	45.45	36.36	.....
General	33.33	33.33	20.00	13.33	.....	33.33	55.56	11.11	.....	.....	100.00	.....	10.00	20.00	50.00	20.00
Counselors																
Vocational	20.00	30.00	40.00	10.00	.....	28.57	66.67	4.76	10.00	20.00	40.00	30.00	.....	100.00	.....	.....
General	6.67	20.00	40.00	20.00	.....	40.00	40.00	20.00	.....	.....	66.67	.....	.....	.....	100.00	.....
Item 3. Effective use of directed study.																
Superintendents																
Vocational	45.45	45.45	.....	.....	25.00	62.50	8.33	.....	25.00	68.75	6.25	.....	30.00	50.00	20.00	.....
General	9.09	81.82	9.09	.....	22.22	66.67	11.11	.....	.....	83.33	16.67	.....	18.18	72.73	9.09	.....
Principals																
Vocational	9.09	54.55	36.36	.....	8.00	72.00	8.00	8.00	35.29	58.82	.....	.....	27.27	45.45	18.18	.....
General	13.33	66.67	20.00	.....	.....	66.67	33.33	.....	.....	60.00	40.00	.....	20.00	50.00	30.00	.....
Counselors																
Vocational	10.00	60.00	20.00	.....	9.52	52.38	33.33	.....	20.00	50.00	30.00	.....	.....	100.00	.....	.....
General	6.67	33.33	33.33	13.33	40.00	40.00	10.00	.....	.....	33.33	66.67	.....	.....	75.00	25.00	.....

TABLE 28--Continued

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 4. Effective use of student committees.																
Superintendents																
Vocational	45.45	36.36	9.09	.....	20.83	50.00	29.17	.....	25.00	56.25	18.75	.....	20.00	60.00	20.00	.....
General	45.45	18.18	27.27	.....	11.11	44.44	33.33	11.11	.....	66.67	33.33	.....	9.09	54.55	27.27	9.09
Principals																
Vocational	9.09	45.45	45.45	.....	12.00	48.00	36.00	.....	23.53	52.94	17.65	.....	27.27	45.45	18.18	.....
General	40.00	26.67	33.33	.....	.....	44.44	44.44	11.11	.....	40.00	40.00	20.00	20.00	.....	70.00	10.00
Counselors																
Vocational	10.00	40.00	40.00	.....	9.52	33.33	52.38	4.76	10.00	40.00	40.00	10.00	.....	.....	100.00	.....
General	13.33	33.33	33.33	6.67	20.00	40.00	20.00	20.00	.....	33.33	33.33	.....	.....	50.00	50.00	.....
Item 6. Pertinent and meaningful group discussions on which more than a few participate.																
Superintendents																
Vocational	63.64	36.36	.....	.....	37.50	45.83	16.67	.....	56.25	43.75	.....	.....	20.00	60.00	10.00	.....
General	27.27	63.64	9.09	.....	22.22	44.44	22.22	.....	16.67	83.33	.....	.....	27.27	63.64	9.09	.....
Principals																
Vocational	27.27	45.45	18.18	.....	20.00	60.00	20.00	.....	25.53	70.59	5.88	.....	54.55	36.36	9.09	.....
General	53.33	40.00	.....	.....	11.11	88.89	.....	.....	.....	100.00	.....	.....	20.00	70.00	10.00	.....
Counselors																
Vocational	20.00	50.00	20.00	.....	28.57	47.62	23.81	.....	.....	60.00	40.00	.....	.....	.....	100.00	.....
General	33.33	60.00	6.67	.....	40.00	40.00	20.00	.....	33.33	33.33	33.33	.....	.....	100.00	.....	.....
Item 7. Frequent opportunities for both oral and written expression by students.																
Superintendents																
Vocational	54.55	27.27	9.09	.....	50.00	50.00	.....	.....	43.75	56.25	.....	.....	50.00	50.00	.....	.....
General	45.45	54.55	.....	.....	22.22	44.44	22.22	.....	16.67	83.33	.....	.....	27.27	63.64	9.09	.....
Principals																
Vocational	18.18	54.55	18.18	.....	20.00	68.00	12.00	.....	52.94	47.06	.....	.....	54.55	36.36	9.09	.....
General	46.67	40.00	6.67	.....	33.33	66.67	.....	.....	20.00	60.00	20.00	.....	30.00	50.00	20.00	.....
Counselors																
Vocational	50.00	20.00	30.00	.....	28.57	47.62	23.81	.....	10.00	70.00	10.00	10.00	.....	100.00	.....	.....
General	33.33	53.33	13.33	.....	40.00	40.00	20.00	.....	33.33	66.67	.....	.....	25.00	75.00	.....	.....

TABLE 29

PERCENTAGE DISTRIBUTION OF PRACTICES IN EXPERIENCING WITH MATERIAL AND HUMAN RESOURCES

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 2. Develop proper attitudes towards homemaking.																
Superintendents																
Vocational	54.55	45.45	.....	.....	37.50	54.17	8.33	.....	62.50	31.25	6.25	.....	30.00	70.00	.....	.....
General	45.45	54.55	.....	.....	66.67	22.22	11.11	.....	33.33	66.67	.....	.....	36.36	54.55	9.09	.....
Principals																
Vocational	9.09	45.45	45.45	.....	24.00	64.00	12.00	.....	47.06	35.29	11.76	.....	45.45	45.45	.....	.....
General	40.00	46.67	13.33	.....	22.22	44.44	33.33	.....	20.00	80.00	.....	.....	30.00	50.00	20.00	.....
Counselors																
Vocational	10.00	50.00	40.00	.....	28.57	57.14	9.52	4.76	20.00	60.00	20.00	.....	.....	100.00	.....	.....
General	26.67	40.00	20.00	.....	50.00	40.00	10.00	.....	33.33	33.33	33.33	.....	.....	75.00	25.00	.....
Item 8. Effective use of community and civic projects.																
Superintendents																
Vocational	9.09	63.64	27.27	.....	20.83	62.50	16.67	.....	12.50	50.00	37.50	.....	40.00	30.00	30.00	.....
General	18.18	54.55	27.27	.....	11.11	33.33	33.33	11.11	.....	33.33	33.33	33.33	9.09	45.45	36.36	9.09
Principals																
Vocational	9.09	18.18	63.64	.....	4.00	60.00	28.00	8.00	17.65	29.41	52.94	.....	27.27	45.45	27.27	.....
General	26.67	33.33	26.67	6.66	.....	33.33	22.22	33.33	.....	40.00	60.00	.....	10.00	30.00	50.00	10.00
Counselors																
Vocational	30.00	.....	70.00	.....	9.52	47.62	33.33	9.52	.....	10.00	80.00	10.00	.....	100.00	.....	.....
General	20.00	13.33	66.67	.....	.....	20.00	50.00	30.00	.....	33.33	66.67	.....	.....	50.00	50.00	.....
Item 9. Use of laymen to talk to classes.																
Superintendents																
Vocational	45.45	27.27	18.18	.....	20.83	41.67	33.33	4.17	18.75	43.75	37.50	.....	10.00	50.00	40.00	.....
General	18.18	45.45	36.36	.....	.....	44.44	44.44	.....	.....	66.67	16.67	16.67	.....	36.36	54.55	9.09
Principals																
Vocational	.....	45.45	45.45	.....	28.00	40.00	20.00	8.00	17.65	35.29	35.29	11.76	27.27	54.55	9.09	9.09
General	33.33	26.67	26.67	6.66	.....	22.22	44.44	33.33	.....	20.00	80.00	.....	10.00	10.00	70.00	10.00
Counselors																
Vocational	30.00	20.00	50.00	.....	19.05	23.81	47.62	9.52	.....	50.00	20.00	30.00	.....	.....	100.00	.....
General	26.67	20.00	46.67	6.67	10.00	20.00	50.00	20.00	66.67	.....	33.33	.....	.....	25.00	25.00	50.00

TABLE 30

PERCENTAGE DISTRIBUTION OF PRACTICES IN EXPERIENCING WITH MATERIAL AND HUMAN RESOURCES

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 5. Opportunities for more than a few students to exercise or develop leadership qualities.																
Superintendents																
Vocational	45.45	54.55	.....	.....	20.83	75.00	4.17	.....	50.00	31.25	18.75	.....	30.00	70.00	.....	.....
General	27.27	54.55	18.18	.....	11.11	44.44	33.33	.....	33.33	33.33	33.33	.....	27.27	54.55	18.18	.....
Principals																
Vocational	.....	45.45	45.45	.....	4.00	68.00	28.00	.....	35.29	52.94	11.76	.....	36.36	54.55	.....	9.09
General	40.00	33.33	13.33	6.66	11.11	22.22	44.44	.....	.....	80.00	20.00	.....	20.00	60.00	10.00	10.00
Counselors																
Vocational	10.00	50.00	40.00	.....	14.29	57.14	28.57	.....	.....	50.00	50.00	.....	.....	100.00	.....	.....
General	13.33	60.00	20.00	6.67	30.00	40.00	20.00	10.00	.....	66.67	33.33	.....	.....	75.00	25.00	.....
Item 10. Bring community problems into classroom for discussion and study.																
Superintendents																
Vocational	36.36	45.45	9.09	.....	8.33	62.50	29.17	.....	18.75	50.00	25.00	6.25	20.00	40.00	20.00	10.00
General	18.18	63.64	18.18	.....	.....	44.44	44.44	.....	.....	50.00	33.33	16.67	18.18	54.55	27.27	.....
Principals																
Vocational	9.09	27.27	45.45	9.09	16.00	44.44	32.00	8.00	17.65	35.29	47.06	.....	27.27	54.55	9.09	9.09
General	26.67	33.33	26.67	6.66	.....	44.44	33.33	22.22	.....	60.00	40.00	.....	10.00	40.00	40.00	10.00
Counselors																
Vocational	20.00	30.00	50.00	.....	14.29	33.33	33.33	14.29	.....	.....	70.00	30.00	.....	......	100.00	.....
General	13.33	33.33	46.67	6.67	.....	50.00	30.00	10.00	.....	33.33	33.33	33.33	.....	25.00	50.00	25.00

TABLE 31

PERCENTAGE DISTRIBUTION OF RESPONSES ON STATUS OF HOME ECONOMICS SECONDARY EDUCATION PROGRAM, 1964-65

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 1. Local community understands the program.																
Superintendents																
Vocational	27.27	36.36	27.27	.....	12.50	58.33	29.17	.....	31.25	56.25	12.50	.....	20.00	60.00	20.00	.....
General	.....	63.64	27.27	9.09	11.11	55.56	33.33	.....	.....	66.67	33.33	.....	.....	63.64	36.36	.....
Principals																
Vocational	.....	.....	54.54	36.36	4.00	72.00	24.00	.....	23.53	23.53	52.94	.....	18.18	45.45	27.27	9.09
General	.....	60.00	33.33	.....	.....	44.44	33.33	11.11	.....	40.00	40.00	20.00	10.00	50.00	30.00	10.00
Counselors																
Vocational	.....	40.00	40.00	20.00	4.76	23.81	57.14	9.52	10.00	30.00	40.00	20.00	.....	.....	100.00	.....
General	.....	46.67	40.00	13.33	.....	60.00	40.00	.....	33.33	.....	66.66	.....	.....	75.00	25.00	.....
Item 2. Local groups expect the program to be broad in scope rather than limited in content.																
Superintendents																
Vocational	36.36	27.27	18.18	9.09	29.17	50.00	16.67	4.17	31.25	68.75	.....	.....	30.00	50.00	20.00	.....
General	27.27	27.27	27.27	9.09	22.22	55.56	11.11	11.11	.....	66.67	16.67	16.67	.....	72.73	27.27	.....
Principals																
Vocational	.....	.....	45.45	45.45	12.00	52.00	20.00	4.00	17.65	41.18	41.18	.....	18.18	36.36	18.18	27.27
General	6.67	46.67	26.67	13.33	11.11	55.56	11.11	22.22	.....	60.00	20.00	20.00	20.00	50.00	20.00	10.00
Counselors																
Vocational	10.00	20.00	50.00	20.00	14.29	47.62	19.05	14.29	.....	40.00	40.00	20.00	.....	.....	100.00	.....
General	6.67	33.33	40.00	13.33	.....	40.00	30.00	20.00	.....	66.67	33.33	.....	.....	50.00	50.00	.....
Item 3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place.																
Superintendents																
Vocational	18.18	45.45	18.18	9.09	12.50	58.33	20.83	4.17	37.50	62.50	.....	.....	10.00	70.00	20.00	.....
General	27.27	36.36	18.18	9.09	.....	66.67	11.11	11.11	33.33	16.67	50.00	.....	27.27	63.64	9.09	.....
Principals																
Vocational	.....	45.45	45.45	.....	8.00	56.00	24.00	8.00	17.65	47.06	29.41	5.88	27.27	54.55	9.09	9.09
General	13.33	53.33	13.13	13.33	33.33	44.44	11.11	11.11	40.00	20.00	20.00	20.00	20.00	60.00	20.00	.....
Counselors																
Vocational	.....	20.00	50.00	30.00	4.76	47.62	14.29	23.81	.....	60.00	30.00	10.00	.....	.....	100.00	.....
General	13.33	33.33	33.33	13.33	10.00	40.00	20.00	20.00	.....	33.33	33.33	.....	.....	.....	50.00	50.00

TABLE 31--Continued

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 4. Teaching as geared to present day realities in the several subject matter areas.																
Superintendents																
Vocational	63.64	27.27	.....	.....	41.67	54.17	4.17	.....	75.00	25.00	.....	.....	40.00	50.00	10.00	.....
General	45.45	36.36	18.18	.....	44.44	55.56	.....	.....	.....	100.00	.....	.....	36.36	45.45	18.18	.....
Principals																
Vocational	27.27	45.45	18.18	.....	32.00	60.00	.....	8.00	47.06	47.06	5.88	.....	54.55	36.36	9.09	.....
General	53.33	26.67	13.33	.....	44.44	55.56	.....	.....	.....	80.00	20.00	.....	50.00	50.00	.....	.....
Counselors																
Vocational	50.00	40.00	10.00	.....	23.81	47.62	14.29	9.52	20.00	70.00	.....	10.00	.....	100.00	.....	.....
General	33.33	53.33	13.33	.....	40.00	50.00	10.00	.....	33.33	66.67	.....	.....	.....	75.00	25.00	.....
Item 5. Education for effective homemaking in today's world is needed--persons are not innately good homemakers.																
Superintendents																
Vocational	45.45	36.36	9.09	.....	37.50	58.33	4.17	.....	68.75	25.00	.....	.....	40.00	50.00	10.00	.....
General	45.45	45.45	9.09	.....	22.22	44.44	22.22	.....	33.33	33.33	16.67	16.67	36.36	54.55	9.09	.....
Principals																
Vocational	.....	45.45	45.45	.....	36.00	60.00	4.00	.....	29.41	52.94	11.76	5.88	45.45	54.55	.....	.....
General	40.00	46.67	6.67	.....	44.44	33.33	11.11	.....	20.00	60.00	20.00	.....	40.00	40.00	20.00	.....
Counselors																
Vocational	40.00	50.00	10.00	.....	42.86	47.62	9.52	.....	20.00	50.00	20.00	10.00	.....	100.00	.....	.....
General	40.00	40.00	13.33	.....	70.00	30.00	.....	.....	33.33	.....	33.33	.....	.....	75.00	25.00	.....
Item 6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.																
Superintendents																
Vocational	63.64	18.18	9.09	.....	37.50	50.00	12.50	.....	37.50	56.25	6.25	.....	30.00	60.00	10.00	.....
General	54.55	45.45	.....	.....	22.22	66.67	11.11	.....	16.67	83.33	.....	.....	54.55	45.45	.....	.....
Principals																
Vocational	18.18	45.45	18.18	9.09	24.00	60.00	12.00	.....	35.29	58.82	5.88	.....	45.45	45.45	.....	9.09
General	53.33	20.00	20.00	.....	33.33	33.33	22.22	.....	20.00	40.00	40.00	.....	30.00	50.00	20.00	.....
Counselors																
Vocational	40.00	50.00	10.00	.....	28.57	57.14	9.52	.....	10.00	60.00	30.00	.....	.....	100.00	.....	.....
General	40.00	46.67	13.33	.....	50.00	30.00	10.00	10.00	.....	66.67	33.33	.....	.....	75.00	25.00	.....

TABLE 31--Continued

Respondents	Class A				Class B				Class C				Class D			
	Extent of Practice				Extent of Practice				Extent of Practice				Extent of Practice			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Item 7. Program contributes to general education of individuals.																
Superintendents																
Vocational	54.55	36.36	.....	.....	50.00	45.83	4.17	.....	56.25	37.50	6.25	.....	30.00	70.00	.....	.....
General	45.45	54.55	.....	.....	33.33	66.67	.....	.....	33.33	66.67	.....	.....	63.64	18.18	18.18	.....
Principals																
Vocational	.....	63.63	27.27	.....	32.00	60.00	8.00	.....	52.94	47.06	.....	.....	54.55	36.36	9.09	.....
General	46.67	46.67	.....	.....	22.22	55.56	11.11	.....	20.00	80.00	.....	.....	40.00	50.00	10.00	.....
Counselors																
Vocational	40.00	60.00	.....	.....	52.38	33.33	14.29	.....	30.00	50.00	20.00	.....	.....	100.00	.....	.....
General	46.67	40.00	13.33	.....	50.00	50.00	.....	.....	66.67	.....	33.33	.....	25.00	50.00	25.00	.....
Item 8. Homemaking education has potential values for all students.																
Superintendents																
Vocational	63.64	27.27	.....	.....	41.67	45.83	12.50	.....	68.75	31.25	.....	.....	40.00	60.00	.....	.....
General	63.64	27.27	9.09	.....	33.33	55.56	11.11	.....	66.67	16.67	16.67	.....	54.55	36.36	9.09	.....
Principals																
Vocational	9.09	63.63	18.18	.....	32.00	56.00	8.00	.....	47.06	41.18	11.76	.....	45.45	54.55	.....	.....
General	46.67	33.33	13.33	.....	55.56	44.44	.....	.....	40.00	40.00	20.00	.....	60.00	30.00	10.00	.....
Counselors																
Vocational	40.00	30.00	20.00	.....	52.38	23.81	19.05	4.76	40.00	50.00	.....	10.00	.....	100.00	.....	.....
General	33.33	40.00	20.00	.....	60.00	20.00	20.00	.....	.....	66.67	33.33	.....	50.00	25.00	25.00	.....
Item 9. Homemaking education is intellectually stimulating.																
Superintendents																
Vocational	36.36	45.45	9.09	.....	16.67	54.17	29.17	.....	25.00	68.75	6.25	.....	30.00	60.00	10.00	.....
General	36.36	54.55	9.09	.....	33.33	55.56	11.11	.....	66.67	16.67	16.67	.....	36.36	45.45	18.18	.....
Principals																
Vocational	.....	90.91	.....	.....	8.00	80.00	8.00	.....	17.65	52.94	29.41	.....	18.18	63.64	18.18	.....
General	33.33	33.33	20.00	6.67	22.22	66.67	.....	.....	20.00	20.00	60.00	.....	10.00	70.00	20.00	.....
Counselors																
Vocational	.....	60.00	30.00	10.00	23.81	52.38	23.81	.....	.....	60.00	40.00	.....	.....	.....	100.00	.....
General	33.33	40.00	20.00	.....	50.00	20.00	20.00	10.00	.....	66.67	33.33	.....	.....	50.00	50.00	.....
Item 10. Home economics is a matter of training people to do things--to perform.																
Superintendents																
Vocational	36.36	45.45	9.09	.....	12.50	75.00	12.50	.....	31.25	43.75	18.75	.....	20.00	80.00	.....	.....
General	18.18	54.55	9.09	18.18	33.33	33.33	22.22	11.11	.....	66.67	33.33	.....	27.27	54.55	9.09	9.09
Principals																
Vocational	9.09	63.63	18.18	.....	16.00	60.00	20.00	.....	35.29	58.82	5.88	.....	18.18	45.45	27.27	9.09
General	33.33	33.33	13.33	13.33	22.22	55.56	11.11	.....	.....	60.00	40.00	.....	40.00	40.00	10.00	10.00
Counselors																
Vocational	10.00	50.00	40.00	.....	28.57	47.62	23.81	.....	.....	70.00	30.00	.....	.....	25.00	75.00	.....
General	26.67	46.67	20.00	6.67	40.00	50.00	10.00	.....	33.33	33.33	33.33	.....	.....	75.00	25.00	.....

TABLE 33

ATTITUDES TOWARD CERTAIN ASPECTS OF THE SECONDARY HOME ECONOMICS EDUCATION PROGRAM IN MICHIGAN BY SUPERINTENDENTS, PRINCIPALS, AND COUNSELORS 1964-65

	Class A						Class B					
	Respondents						Respondents					
	Supt.		Prin.		Coun.		Supt.		Prin.		Coun.	
	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.
Item 1. Should there be a state guide for home economics education?												
Yes..	45.45	45.45	54.55	20.00	50.00	46.67	41.67	22.22	52.00	66.67	57.14	40.00
No..	9.09	36.36	36.36	53.33	20.00	33.33	33.33	55.56	36.00	33.33	9.52	50.00
Uncertain..	45.45	18.18	9.09	26.67	30.00	20.00	25.00	22.22	12.00	.....	33.33	10.00
Item 2. In view of the requirements for graduation from high school, would a course in general homemaking at 10th or 12th grade (above 9th) have value for potential drop-outs?												
Yes..	72.73	63.64	90.91	66.67	100.00	86.67	70.83	77.78	72.00	88.89	85.71	80.00
No..	.....	36.36	.....	20.00	.....	13.33	12.50	11.11	16.00	.....	4.76	.....
Uncertain..	27.27	.....	9.09	13.33	.....	.....	16.67	11.11	12.00	11.11	9.52	20.00
Item 3. Have value for students who graduate?												
Yes..	100.00	90.91	100.00	73.33	100.00	86.67	83.33	100.00	92.00	100.00	95.24	100.00
No..	.....	.....	.....	13.33	.....	13.33	4.17	.....	.....	.....	.....	.....
Uncertain..	.....	9.09	.....	13.33	.....	6.67	12.50	.....	8.00	.....	4.76	.....
Item 4. Is home economics overemphasizing the secondary school program and underemphasizing the young adult program?												
Yes..	36.36	18.18	18.18	20.00	30.00	26.67	16.67	11.11	20.00	11.11	14.29	.....
No..	54.55	45.45	63.64	40.00	50.00	33.33	50.00	66.67	60.00	66.67	71.43	60.00
Uncertain..	9.09	36.36	18.18	40.00	20.00	40.00	33.33	22.22	20.00	22.22	14.29	40.00
Item 5. Is home economics education being underemphasized at the secondary level?												
Yes..	18.18	36.36	45.45	40.00	70.00	60.00	29.17	33.33	40.00	55.56	61.90	50.00
No..	63.64	54.55	54.55	53.33	30.00	33.33	58.33	55.56	56.00	44.44	28.57	50.00
Uncertain..	18.18	9.09	.....	6.67	.....	6.67	12.50	11.11	4.00	.....	9.52	.....
Item 6. Do demands of parents for skills in home economics nessitate a change in objectives in home economics?												
Yes..	.....	18.18	.....	.....	10.00	13.33	33.33	11.11	20.00	11.11	19.05	30.00
No..	54.55	45.45	100.00	40.00	50.00	40.00	41.67	55.56	72.00	55.56	47.62	60.00
Uncertain..	45.45	36.36	.....	60.00	40.00	46.67	25.00	33.33	8.00	33.33	33.33	10.00
Item 7. Should home economics be offered at the junior high school level?												
Yes..	81.81	100.00	90.90	100.00	100.00	100.00	87.47	100.00	80.00	88.89	85.70	100.00
No..	9.09	.....	.....	.....	.....	.....	4.17	.....	16.00	11.11	9.52	.....
Uncertain..	9.09	.....	9.09	.....	.....	.....	8.33	.....	4.00	.....	4.76	.....
Item 8. Is maximum use being made of resource material in the organization and teaching of the subject?												
Yes..	45.45	36.36	63.63	53.33	20.00	33.33	33.33	44.44	40.00	.....	14.28	30.00
No..	9.09	45.45	36.36	20.00	50.00	33.33	37.49	55.56	40.00	66.67	52.37	50.00
Uncertain..	45.45	18.18	.....	26.66	30.00	33.33	29.16	.....	20.00	33.33	33.33	20.00
Item 9. Does home economics make a contribution to job opportunities and competence for the high school student?												
Yes..	90.90	54.55	90.90	53.33	90.00	66.66	74.99	88.89	60.00	55.56	71.42	80.00
No..	.....	36.36	.....	20.00	.....	26.66	4.17	.....	16.00	33.33	9.52	10.00
Uncertain..	9.09	9.09	9.09	26.66	10.00	6.67	20.83	11.11	24.00	11.11	19.04	10.00
Item 10. Would you prefer the curriculum in home economics to be directed to home and family living?.												
Yes..	36.36	54.55	45.45	26.66	50.00	79.99	70.82	11.11	40.00	55.56	71.42	20.00
No..	45.45	45.45	45.45	33.33	30.00	13.33	20.83	44.44	40.00	22.22	23.81	50.00
Uncertain..	18.18	9.09	9.09	40.00	20.00	6.67	8.33	44.44	20.00	22.22	4.76	30.00

TABLE 33--Continued

Class C						Class D					
Respondents						Respondents					
Supt.		Prin.		Coun.		Supt.		Prin.		Coun.	
Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.
68.75	33.33	52.94	40.00	40.00	33.33	60.00	9.09	54.54	30.00	66.67	50.00
12.50	33.33	29.41	20.00	60.00	.....	30.00	45.45	36.36	60.00	.....	25.00
18.75	33.33	17.65	40.00	.....	66.67	10.00	45.45	9.09	10.00	33.33	25.00
87.50	100.00	70.58	60.00	90.00	100.00	90.00	81.81	81.81	70.00	66.67	75.00
.....	.....	11.76	.....	.....	.....	10.00	9.09	18.18	10.00	33.33	.....
12.50	.....	17.65	40.00	10.00	.....	.....	9.09	.....	20.00	.....	25.00
93.75	83.33	88.23	100.00	90.00	100.00	100.00	90.90	90.90	100.00	33.33	75.00
.....	.....	.....	.....	.....	.....	.....	9.09	.....	.....	33.33	.....
6.25	16.67	11.76	.....	10.00	.....	.....	.....	9.09	.....	33.33	25.00
18.75	16.67	17.65	20.00	.....	.....	20.00	18.18	36.36	10.00	66.67	25.00
50.00	66.67	35.29	60.00	60.00	66.67	60.00	63.63	54.54	60.00	.....	75.00
31.25	16.67	47.06	20.00	40.00	33.33	20.00	18.18	9.09	30.00	33.33	.....
18.75	16.67	47.06	.....	50.00	.....	10.00	18.18	45.45	10.00	.....	25.00
68.75	83.33	47.06	80.00	50.00	66.67	90.00	72.72	45.45	80.00	66.67	.....
12.50	.....	5.88	20.00	.....	33.33	.....	9.09	9.09	10.00	33.33	75.00
25.00	33.33	23.53	40.00	20.00	33.33	10.00	18.18	.....	30.00	33.33	25.00
62.50	50.00	47.06	20.00	60.00	33.33	70.00	72.72	90.90	50.00	33.33	25.00
12.50	16.67	29.41	40.00	20.00	33.33	20.00	9.09	9.09	20.00	33.33	50.00
81.25	100.00	88.23	80.00	80.00	66.67	80.00	81.81	54.54	70.00	33.33	75.00
12.50	.....	5.88	20.00	.....	.....	20.00	9.09	27.27	20.00	66.67	25.00
6.25	.....	5.88	.....	20.00	33.33	.....	9.09	18.18	10.00	.....	.....
62.50	66.64	23.53	60.00	20.00	33.33	60.00	63.63	45.45	50.00	66.67	75.00
31.25	33.32	58.82	20.00	60.00	33.33	30.00	27.27	54.54	50.00	.....	25.00
6.25	.....	17.65	20.00	20.00	33.33	10.00	9.09	.....	.....	33.33	.....
87.50	83.30	64.70	60.00	70.00	66.67	70.00	45.45	54.54	60.00	66.67	.....
6.25	16.66	11.76	40.00	20.00	.....	10.00	27.27	27.27	10.00	.....	.....
6.25	.....	23.53	.....	10.00	33.33	20.00	27.27	18.18	30.00	33.33	100.00
37.50	33.32	64.70	60.00	60.00	33.33	50.00	72.72	45.45	40.00	.....	50.00
25.00	16.66	11.76	20.00	20.00	33.33	40.00	.....	36.36	30.00	66.67	25.00
37.50	49.98	23.53	20.00	20.00	33.33	10.00	27.27	18.18	30.00	33.33	25.00

TABLE 33--Continued

	Class A						Class B					
	Respondents						Respondents					
	Supt.		Prin.		Coun.		Supt.		Prin.		Coun.	
	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.
Item 11. Should the home economics program be designed for both boys and girls?												
Yes..	90.90	54.55	90.90	73.33	90.00	66.66	62.49	44.44	60.00	66.67	76.18	90.00
No..	.....	9.09	9.09	.....	.....	13.33	12.50	33.33	20.00	33.33	23.81	.....
Uncertain..	9.09	36.36	.....	26.66	10.00	20.00	25.00	22.22	20.00	.....	.....	10.00
Item 12. Are facilities and resource materials being evaluated as a part of the teaching-learning situation and being adjusted to curriculum improvement?												
Yes..	72.72	72.72	81.81	73.33	80.00	53.33	91.65	88.89	80.00	100.00	76.18	60.00
No..	.....	18.18	9.09	13.33	.....	26.66	.....	11.11	12.00	.....	9.52	.....
Uncertain..	27.27	9.09	9.09	13.33	20.00	20.00	8.33	.....	8.00	.....	14.28	40.00
Item 13. Should there be measurement of understanding in subject content and at grade levels? (a) Before and after instruction												
Yes..	54.54	81.81	72.72	73.33	70.00	100.00	74.99	77.79	72.00	77.78	95.22	100.00
No..	.....	9.09	18.18	.....	20.00	.....	4.17	.....	16.00	.....	.....	.....
Uncertain..	45.45	9.09	99.09	26.66	10.00	.....	20.83	22.22	12.00	22.22	4.76	.....
(b) By types of objectives--thinking, problem-solving, etc.												
Yes..	54.54	81.81	72.72	66.66	50.00	86.66	79.15	55.55	68.00	77.78	80.94	90.00
No..	.....	.....	18.18	.....	.....	6.67	.....	11.11	20.00	.....	9.52	.....
Uncertain..	45.45	18.18	9.09	33.33	50.00	6.67	20.83	33.33	12.00	22.22	9.52	10.00

TABLE 33--Continued

Class C						Class D					
Respondents						Respondents					
Supt.		Prin.		Coun.		Supt.		Prin.		Coun.	
Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.	Voc.	Gen.
75.00	66.64	58.82	80.00	80.00	66.67	80.00	72.72	63.63	40.00	33.33	50.00
25.00	33.32	11.76	.....	10.00	33.33	20.00	9.09	18.18	30.00	66.67	25.00
.....	.....	29.41	20.00	10.00	.....	.....	18.18	18.18	30.00	.....	25.00
87.50	83.30	70.58	60.00	40.00	66.67	80.00	72.72	63.63	60.00	33.33	100.00
6.25	16.66	11.76	40.00	40.00	.....	20.00	9.09	27.27	20.00	66.67	.....
6.25	.....	17.65	.....	20.00	33.33	.....	18.18	9.09	20.00	.....	.....
81.25	100.00	76.47	80.00	70.00	66.67	90.00	90.90	72.72	100.00	66.67	50.00
6.25	.....	23.53	.....	20.00	.....	.....	9.09	9.09	.....	.....	.....
12.50	.....	.....	20.00	10.00	33.33	10.00	.....	18.18	.....	33.33	50.00
81.25	100.00	76.47	80.00	70.00	66.67	80.00	100.00	63.63	100.00	33.33	75.00
.....	.....	23.53	.....	10.00	.....	10.00	.....	18.18	.....	66.67	.....
18.75	.....	.....	20.00	20.00	33.33	10.00	.....	18.18	.....	.....	25.00

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APPENDIX III. FIGURES

Purpose A. Prepare students for homemaking responsibilities and activities to achieve family well being.

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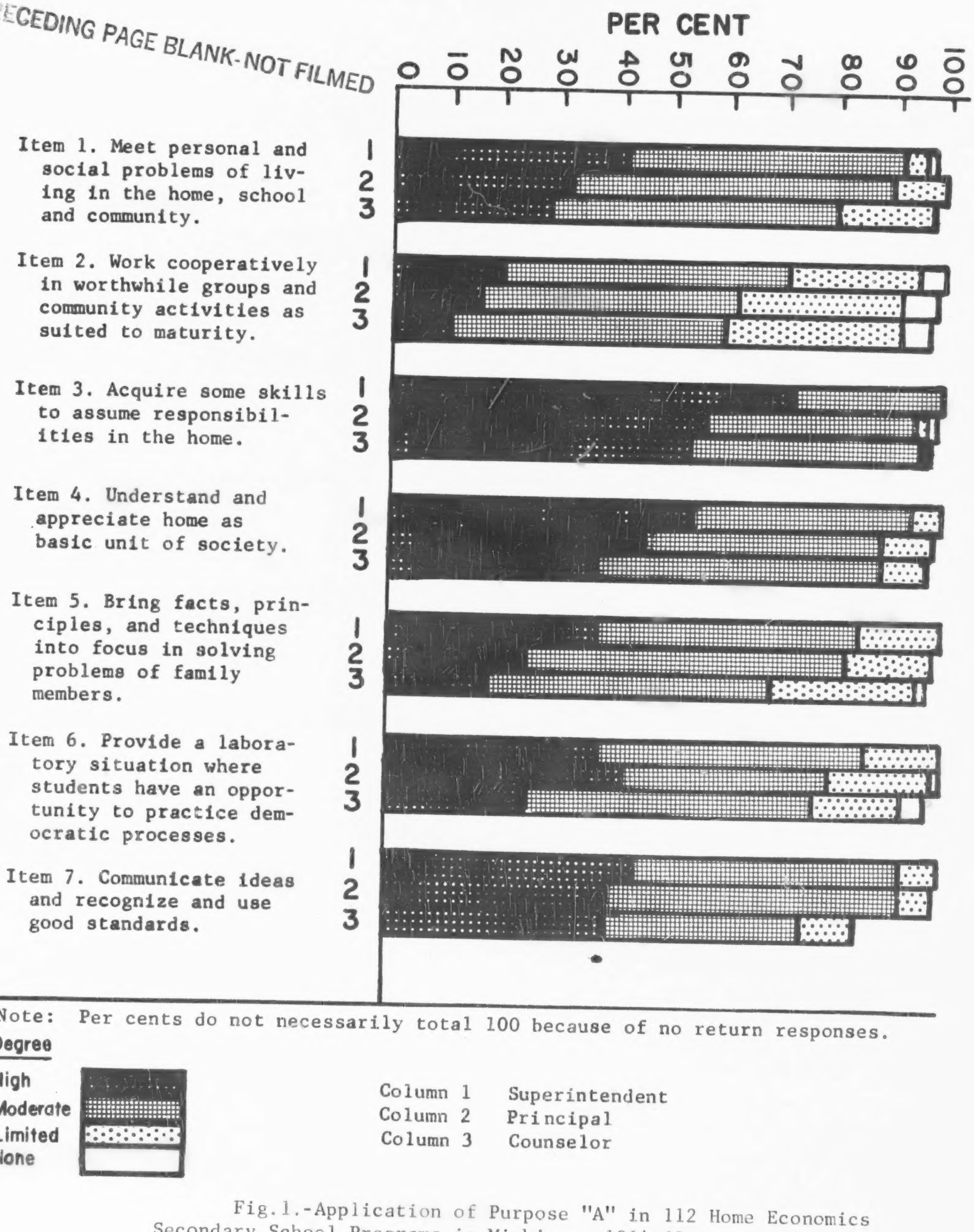


Note: Per cents do not necessarily total 100 because of no return responses.

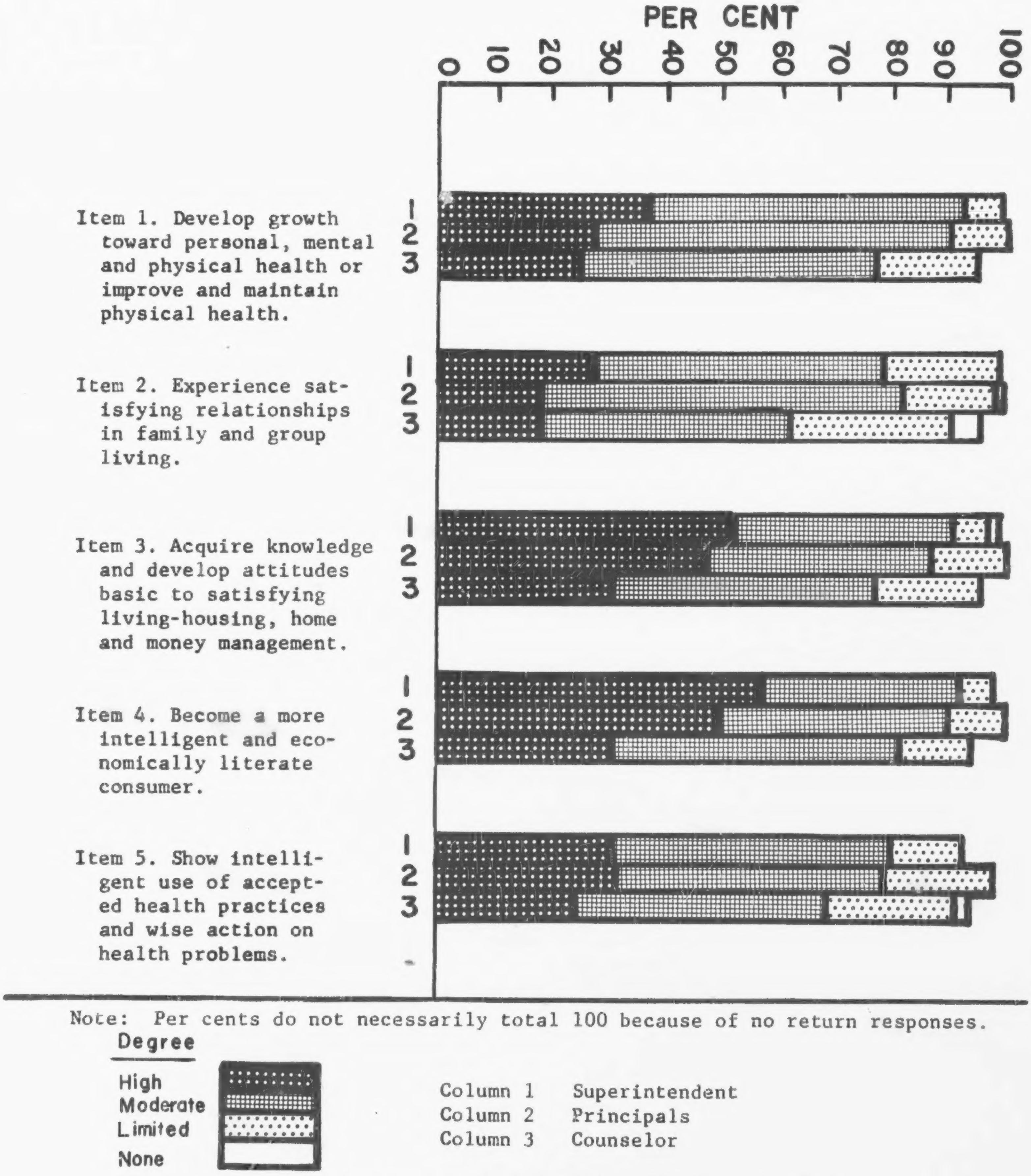
Degree

High ■
Moderate ▩
Limited ░
None □

Column 1 Superintendent
Column 2 Principal
Column 3 Counselor

Fig.1.-Application of Purpose "A" in 112 Home Economics Secondary School Programs in Michigan, 1964-65.

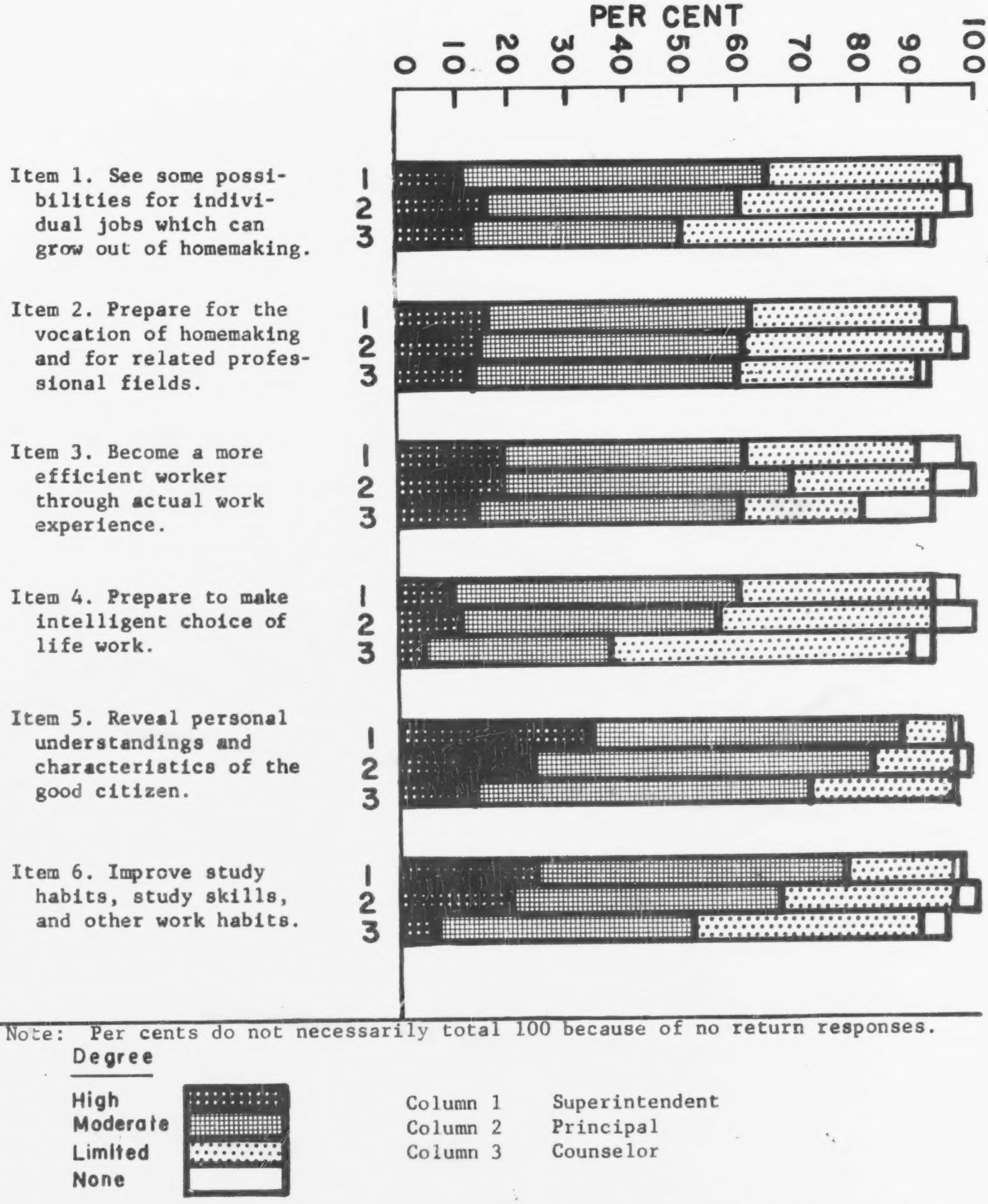
Purpose B. Help family members improve quality of their home life through more thoughtful and efficient development and utilization of human and material resources.



Note: Per cents do not necessarily total 100 because of no return responses.

Fig.2.-Application of Purpose "B" in 112 Home Economics Secondary School Programs in Michigan, 1964-65.

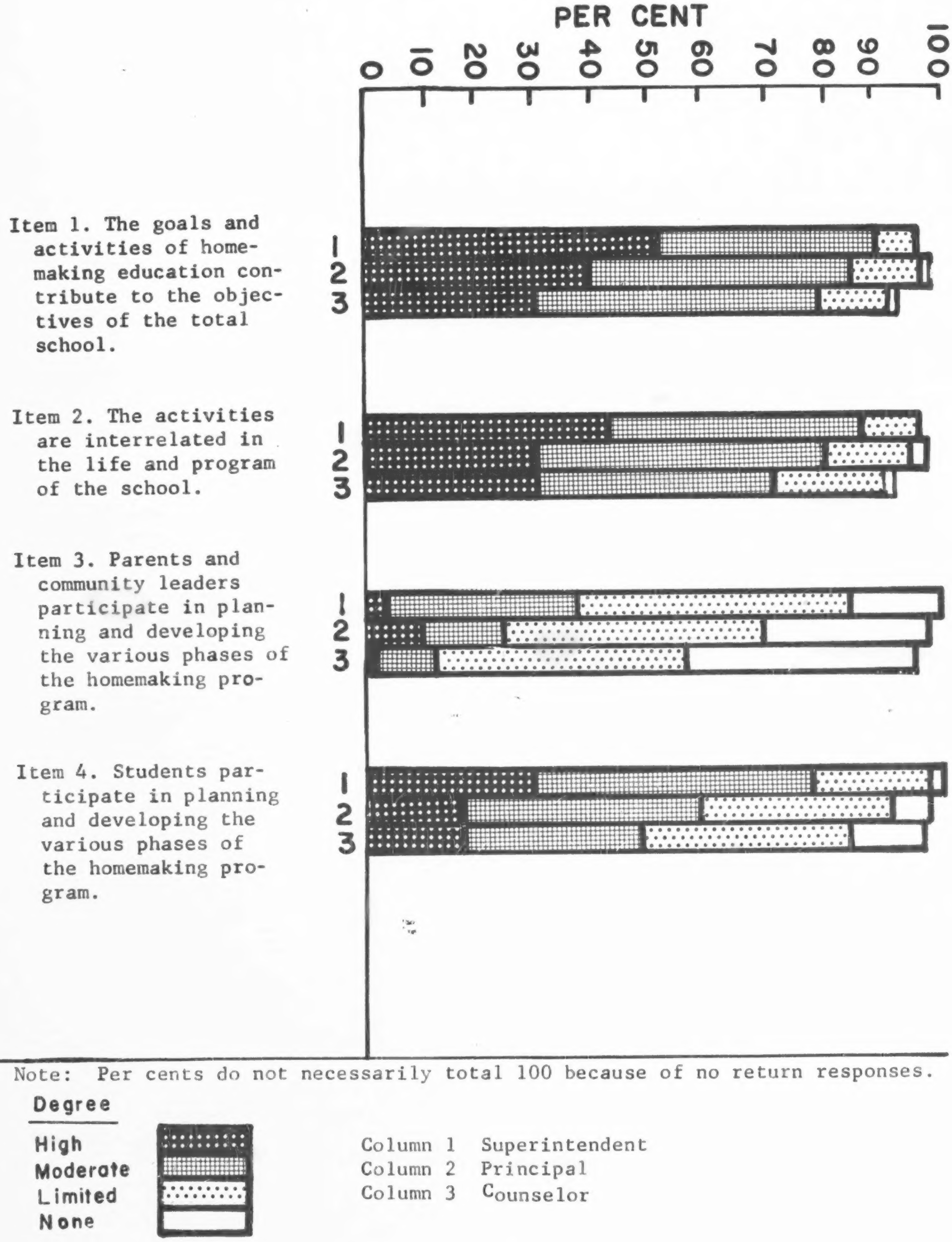
Purpose C. Fit persons for useful employment and develop competent workers.



Note: Per cents do not necessarily total 100 because of no return responses.

Fig.3.-Application of Purpose "C" in 112 Home Economics Secondary School Programs in Michigan, 1964-65.

Organization A. The program is planned as an integral part of the total school-community program.



Item 1. The goals and activities of homemaking education contribute to the objectives of the total school.

Item 2. The activities are interrelated in the life and program of the school.

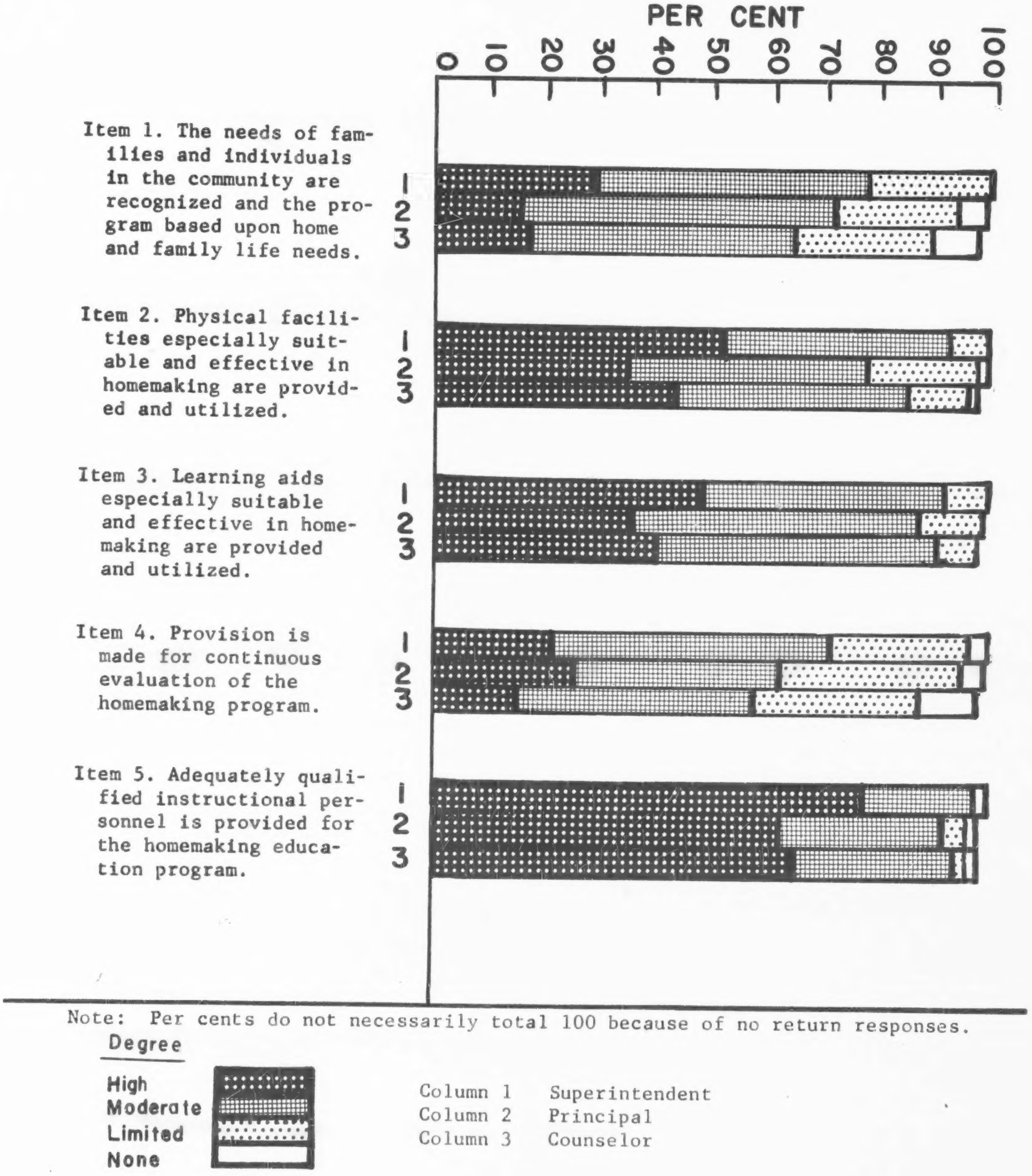
Item 3. Parents and community leaders participate in planning and developing the various phases of the homemaking program.

Item 4. Students participate in planning and developing the various phases of the homemaking program.

Note: Per cents do not necessarily total 100 because of no return responses.

Fig.4.-Organization of Home Economics in 112 Michigan Secondary School Programs 1964-65.

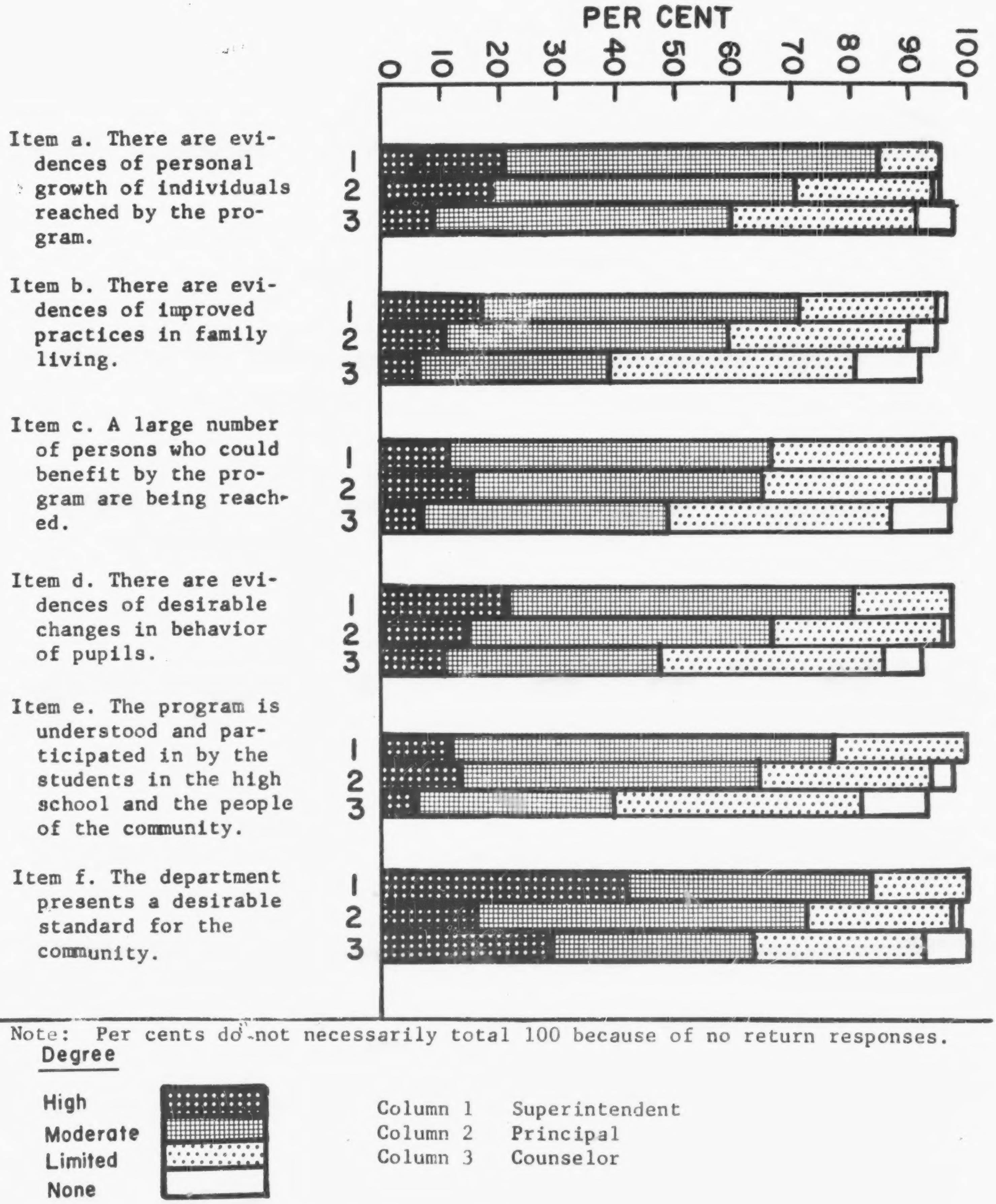
Organization B. There is a comprehensive program serving the needs of individuals and groups in the community.



Note: Per cents do not necessarily total 100 because of no return responses.

Fig.5.-Organization of Home Economics in 112 Michigan Secondary School Programs 1964-65.

Organization C_3. The program has gained the support of local groups and individuals because its value in the school curriculum has been established.



Note: Per cents do not necessarily total 100 because of no return responses.

Column 1	Superintendent
Column 2	Principal
Column 3	Counselor

Fig.6.-Organization of Home Economics in 112 Michigan Secondary School Programs 1964-65.

KEY TO ITEMS USED IN FIGURE 7

Conditions Satisfied by Home Economics Education

1. Local community understands the home economics program.

2. Local groups expect the program to be broad in scope rather than limited in content.

3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place in home and families.

4. Teaching is geared to present day realities in the several subject matter areas.

5. Education for effective homemaking in today's world is needed -- persons are not innately good homemakers.

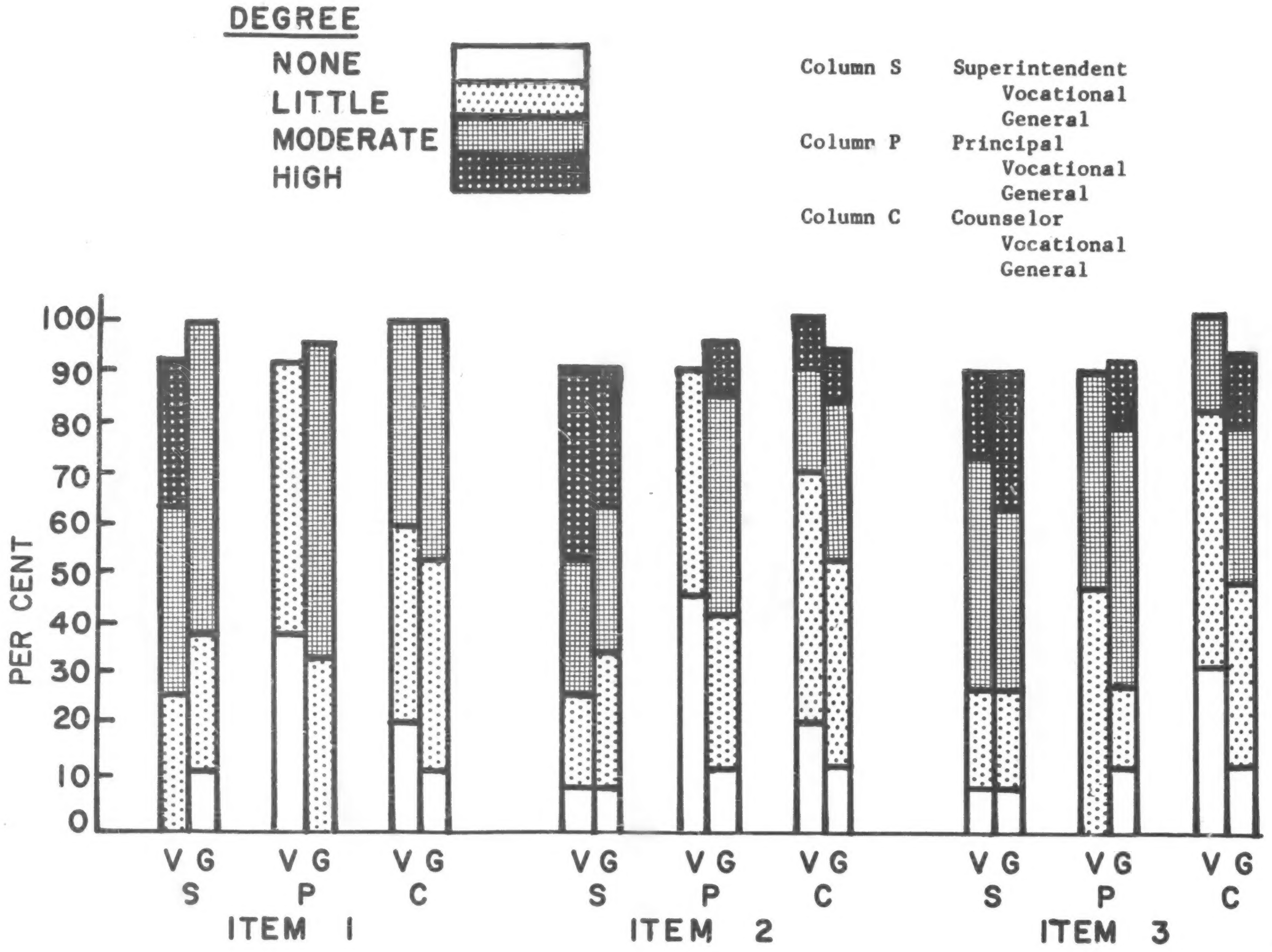
6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.

7. Program contributes to general education of individuals.

8. Homemaking education has potential values for all students.

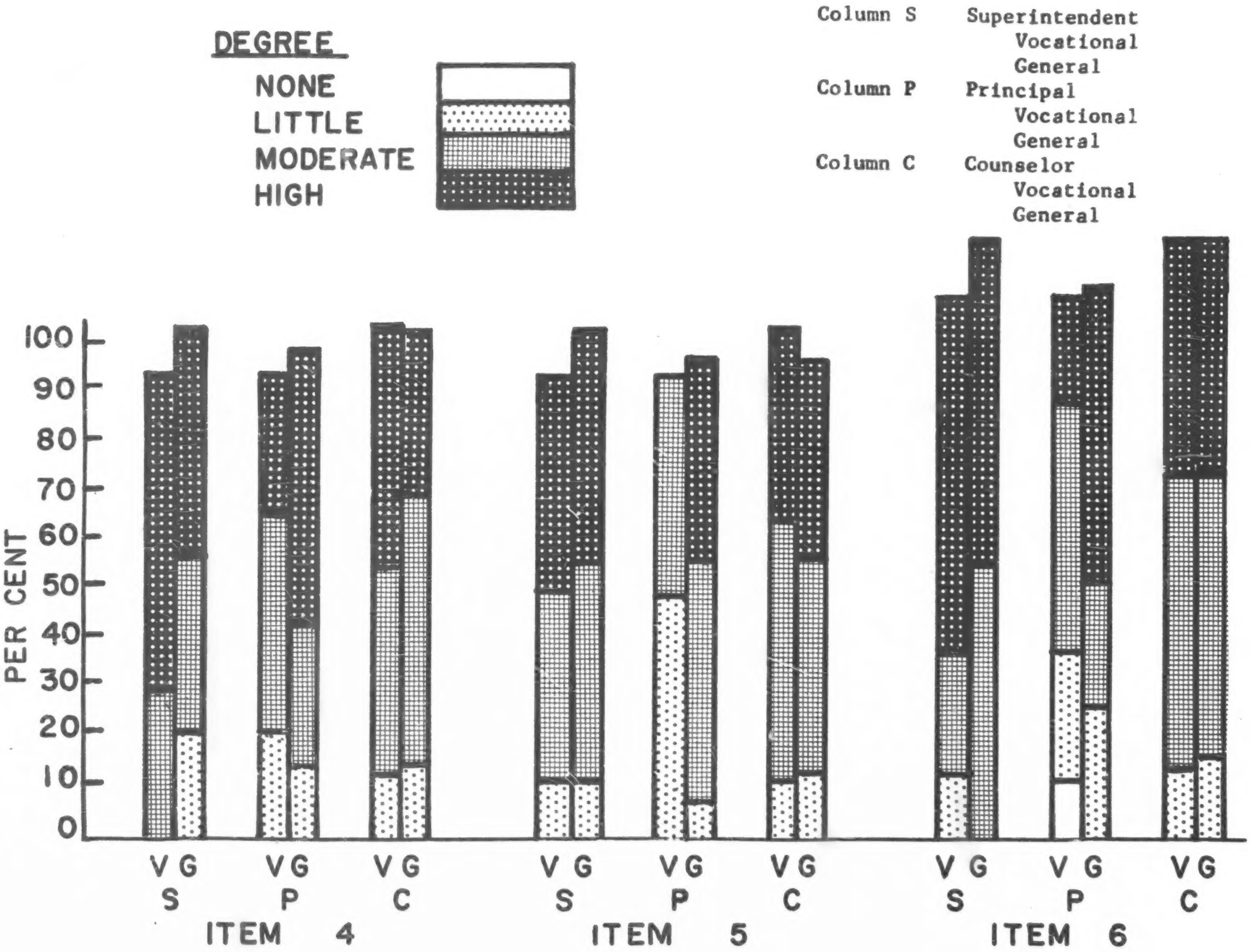
9. Homemaking education is intellectually stimulating.

10. Home economics is a matter of training people to do things -- to perform.



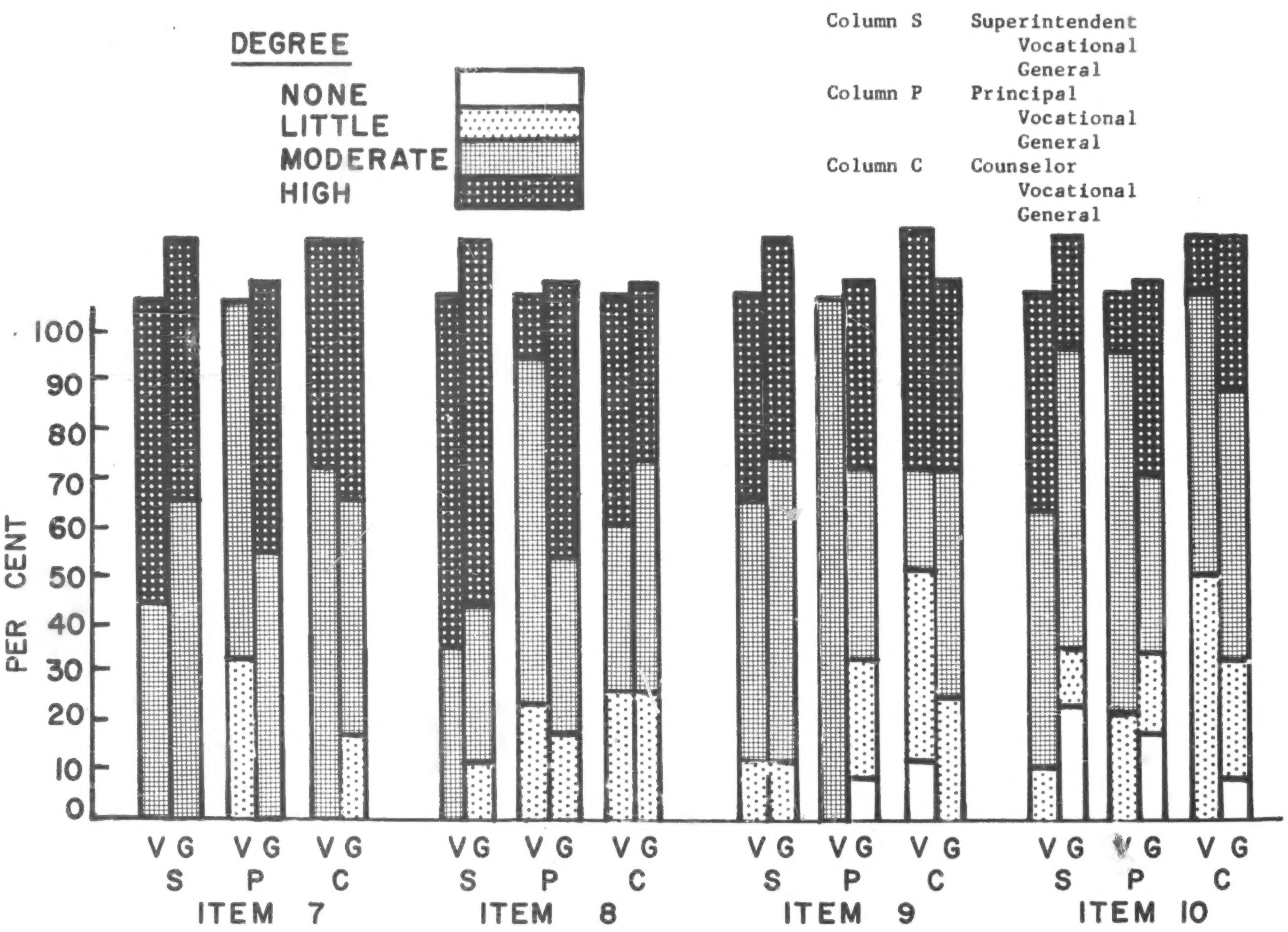
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.7.-Status of the Program, Class A Schools



NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.7.-Status of the Program, Class A Schools (continued)



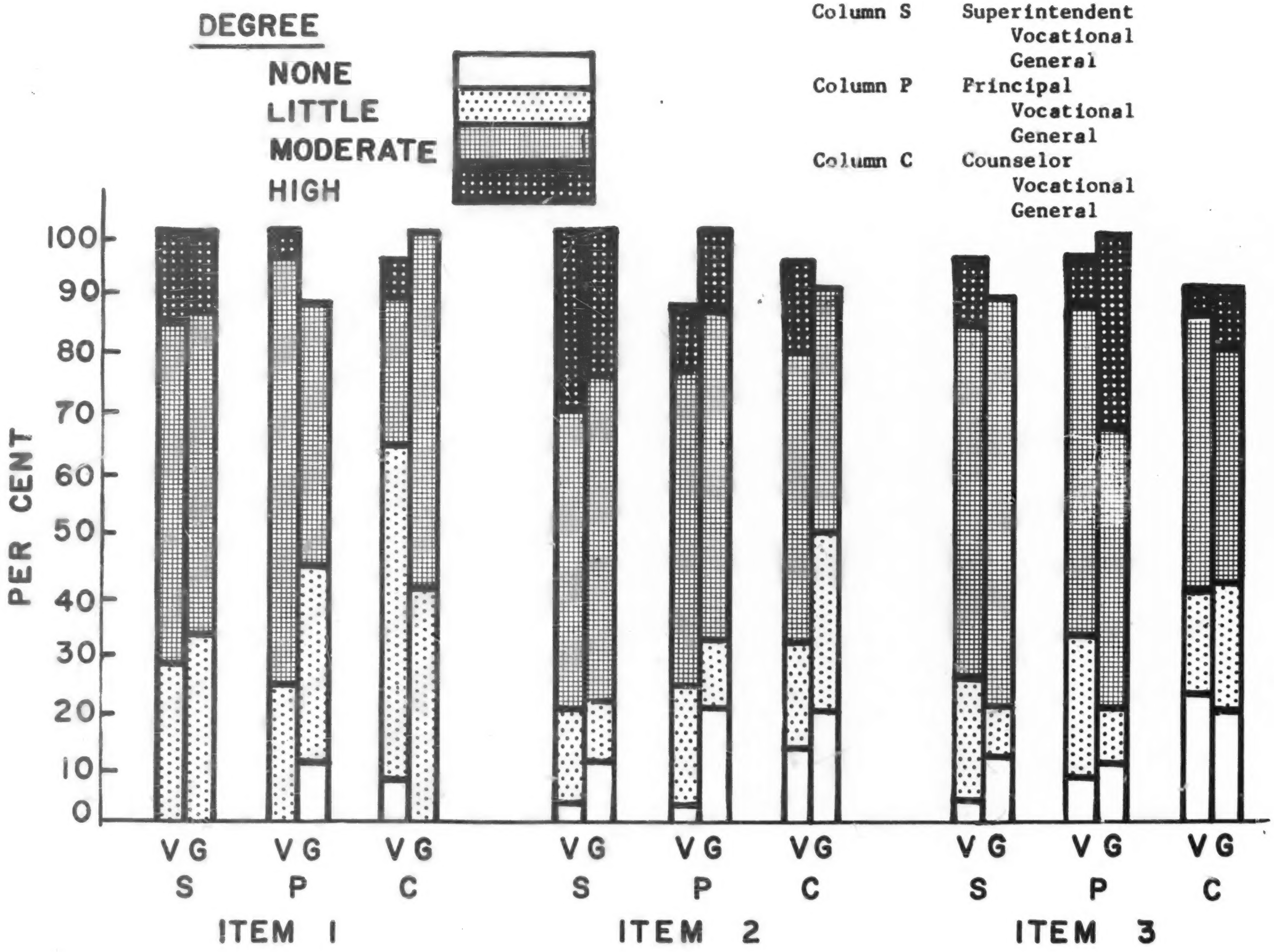
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.7.-Status of the Program, Class A Schools (continued)

KEY TO ITEMS USED IN FIGURE 8

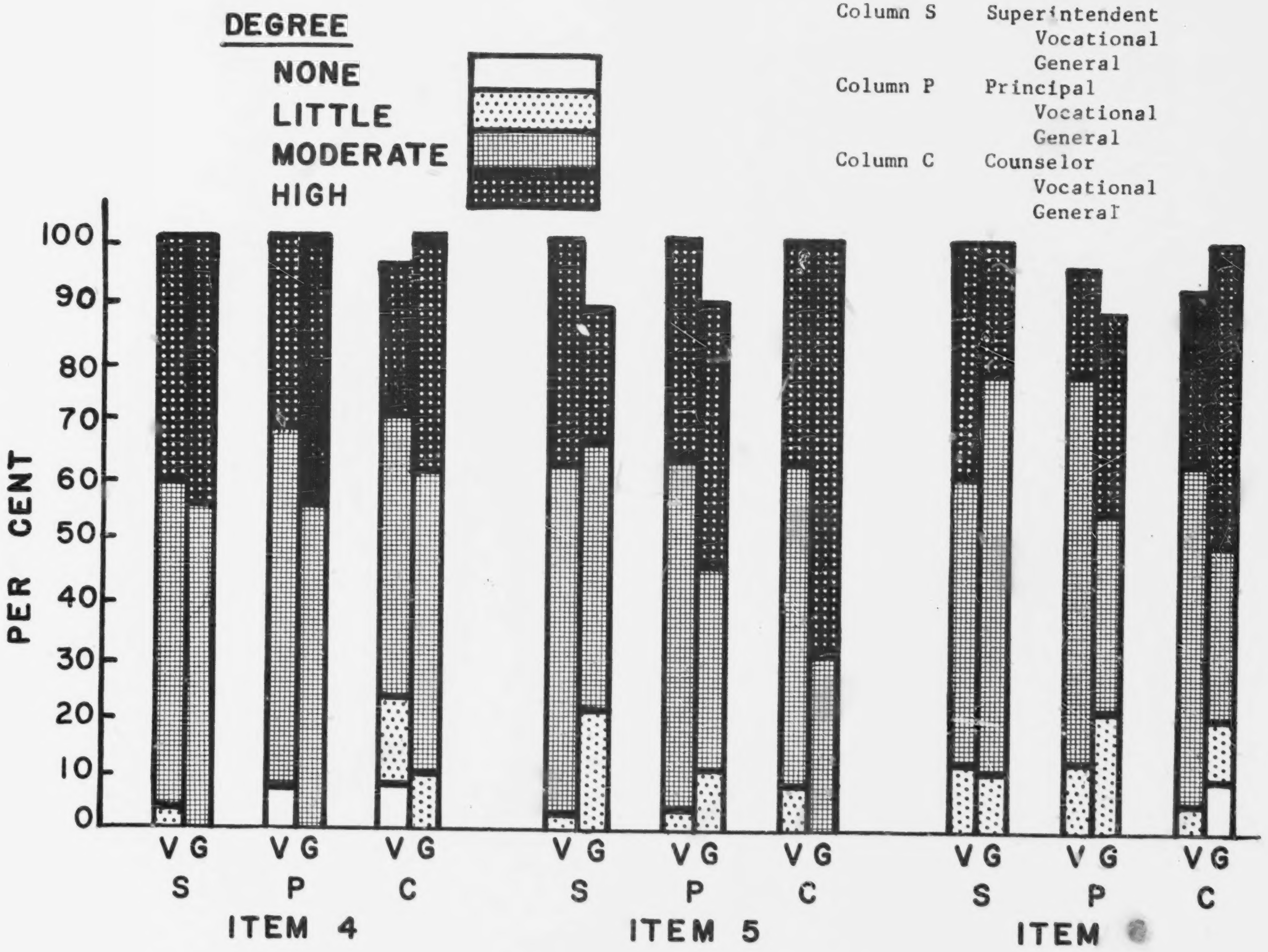
Conditions Satisfied by Home Economics Education

1. Local community understands the home economics program.
2. Local groups expect the program to be broad in scope rather than limited in content.
3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place in home and families.
4. Teaching is geared to present day realities in the several subject matter areas.
5. Education for effective homemaking in today's world is needed -- persons are not innately good homemakers.
6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.
7. Program contributes to general education of individuals.
8. Homemaking education has potential values for all students.
9. Homemaking education is intellectually stimulating.
10. Home economics is a matter of training people to do things -- to perform.



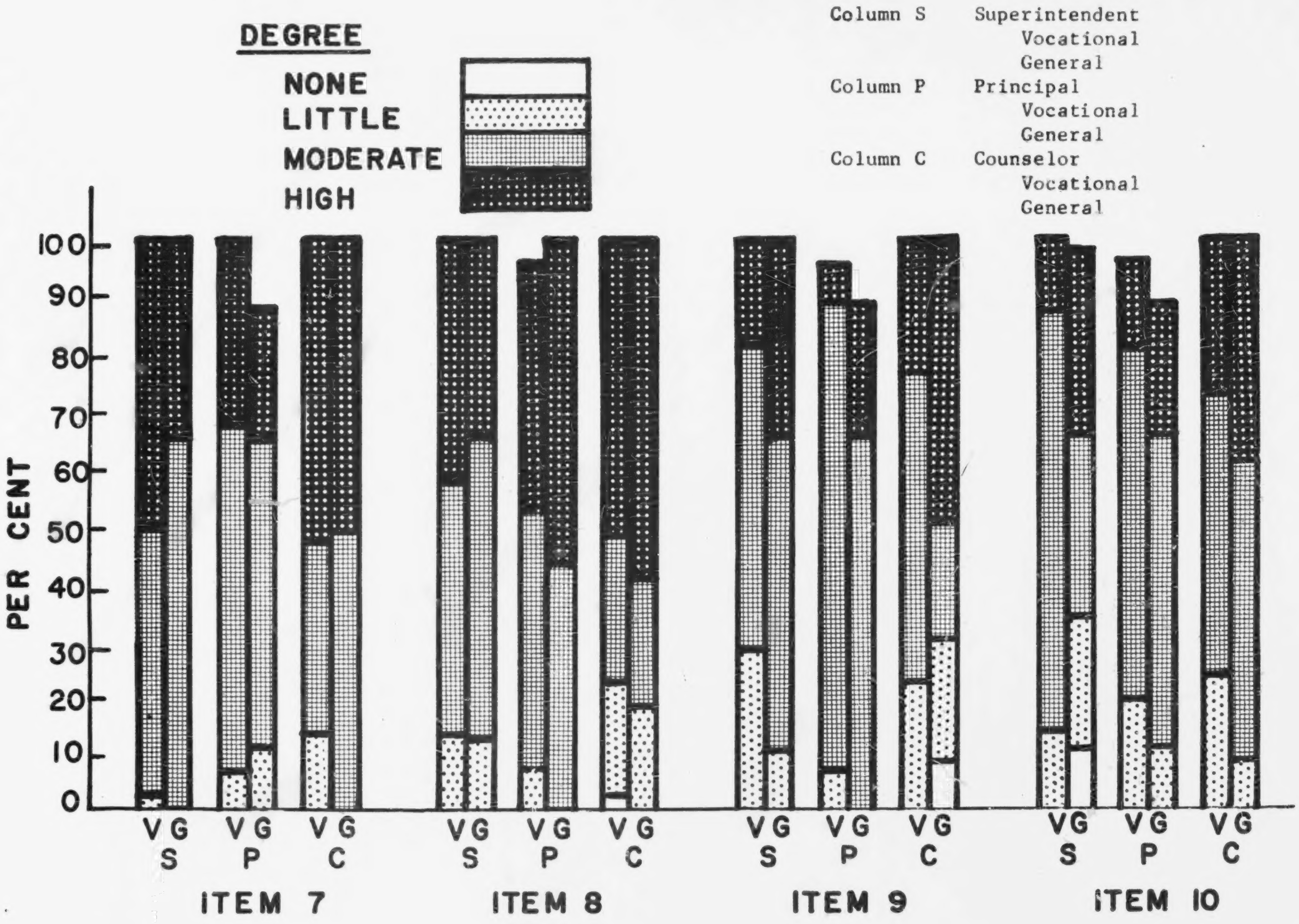
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.8.-Status of the Program, Class B Schools



NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.8.-Status of the Program, Class B Schools (continued)



NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.8.-Status of the Program, Class B Schools (continued)

KEY TO ITEMS USED IN FIGURE 9

Conditions Satisfied by Home Economics Education

1. Local community understands the home economics program.

2. Local groups expect the program to be broad in scope rather than limited in content.

3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place in home and families.

4. Teaching is geared to present day realities in the several subject matter areas.

5. Education for effective homemaking in today's world is needed -- persons are not innately good homemakers.

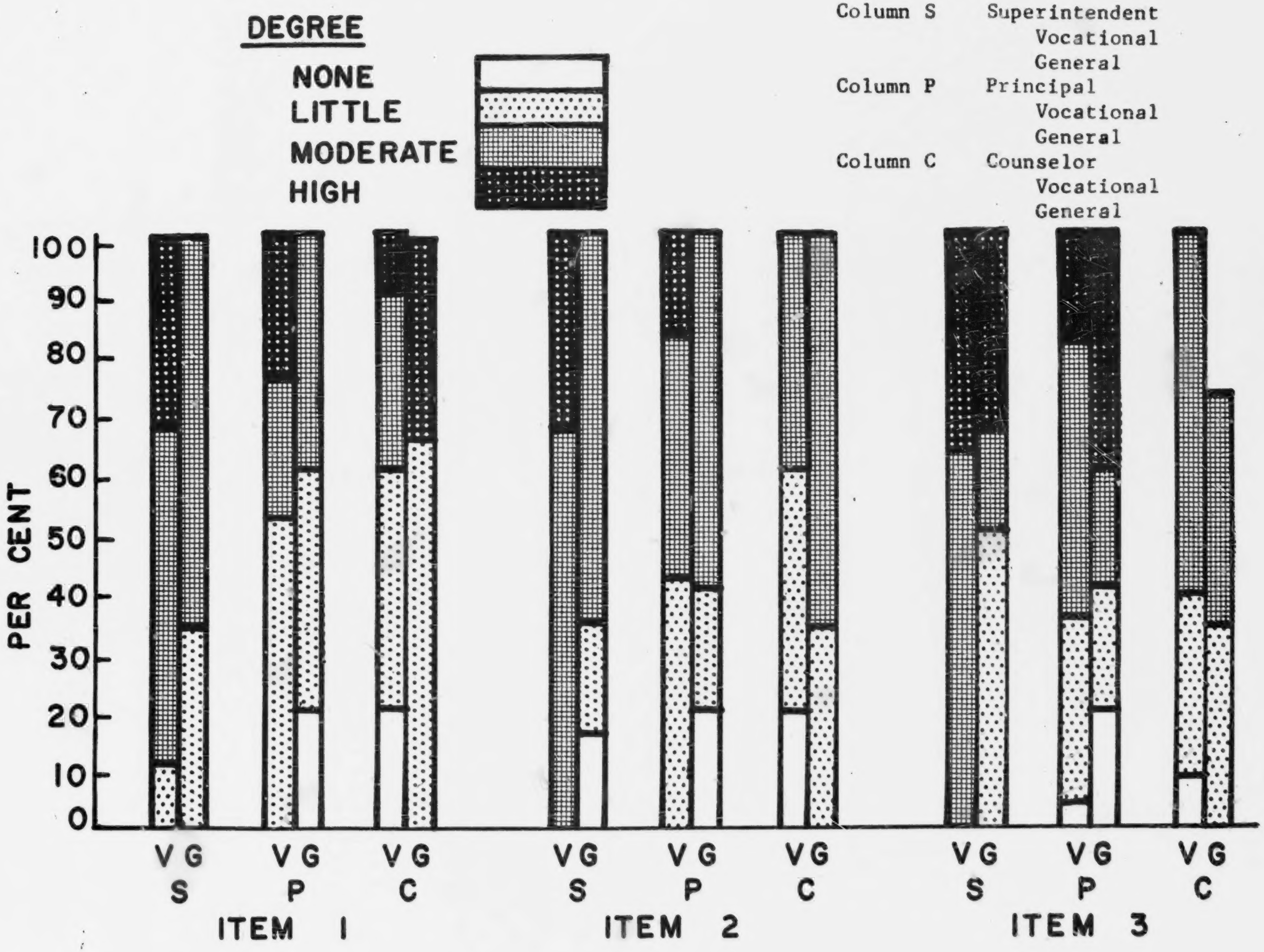
6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.

7. Program contributes to general education of individuals.

8. Homemaking education has potential values for all students.

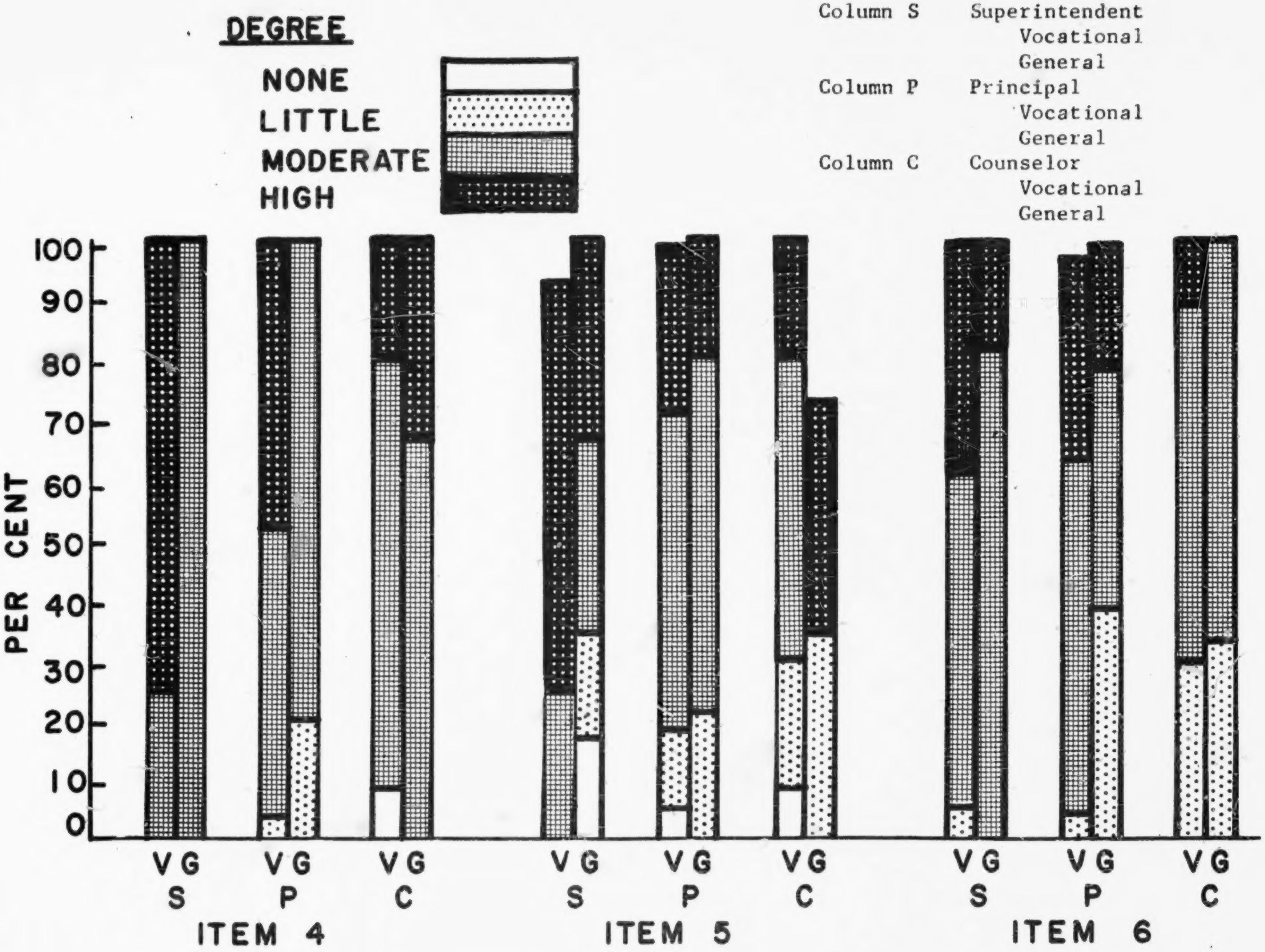
9. Homemaking education is intellectually stimulating.

10. Home economics is a matter of training people to do things -- to perform.



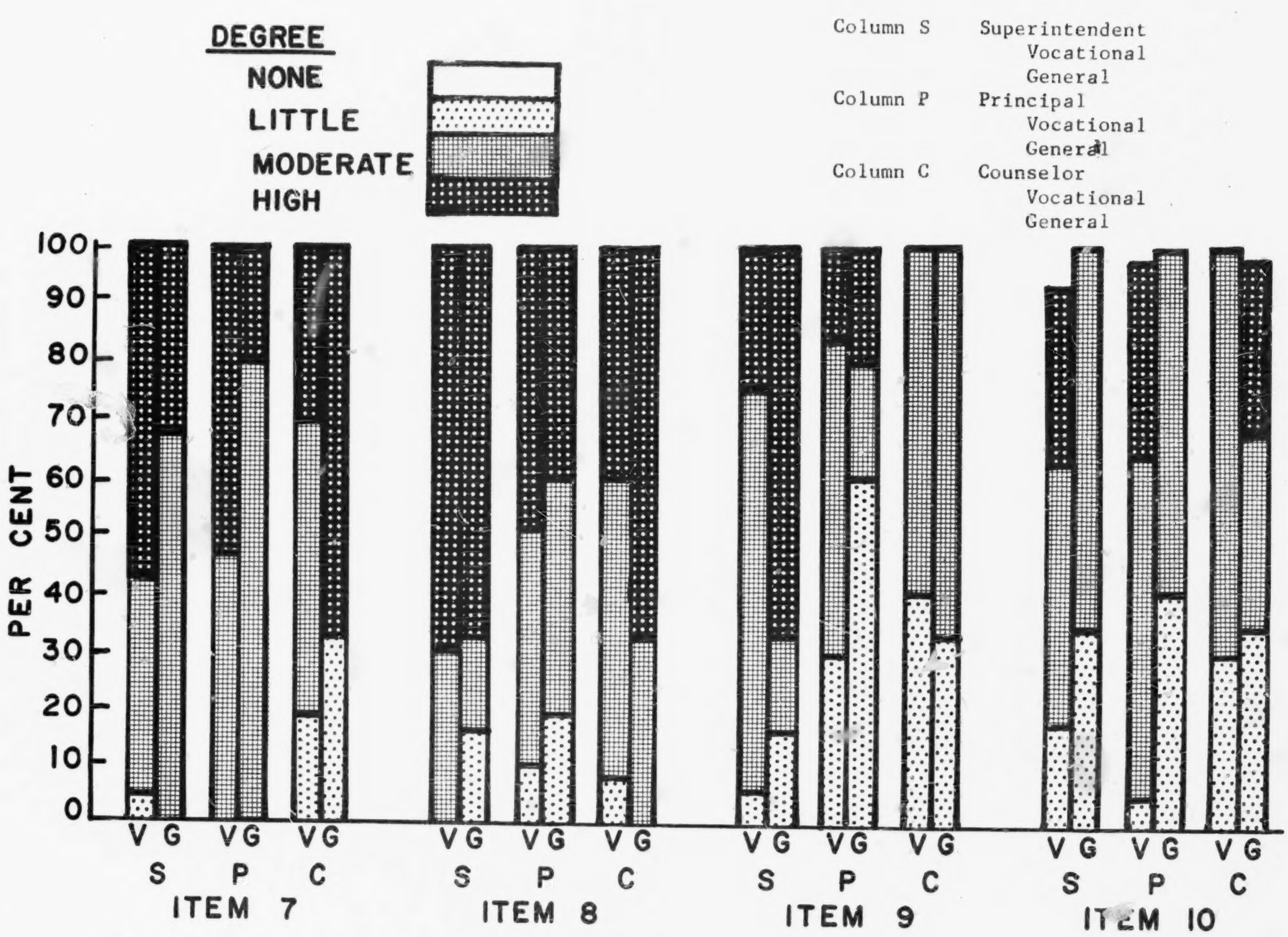
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.9.-Status of the Program, Class C Schools



NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.9.-Status of the Program, Class C Schools (continued)



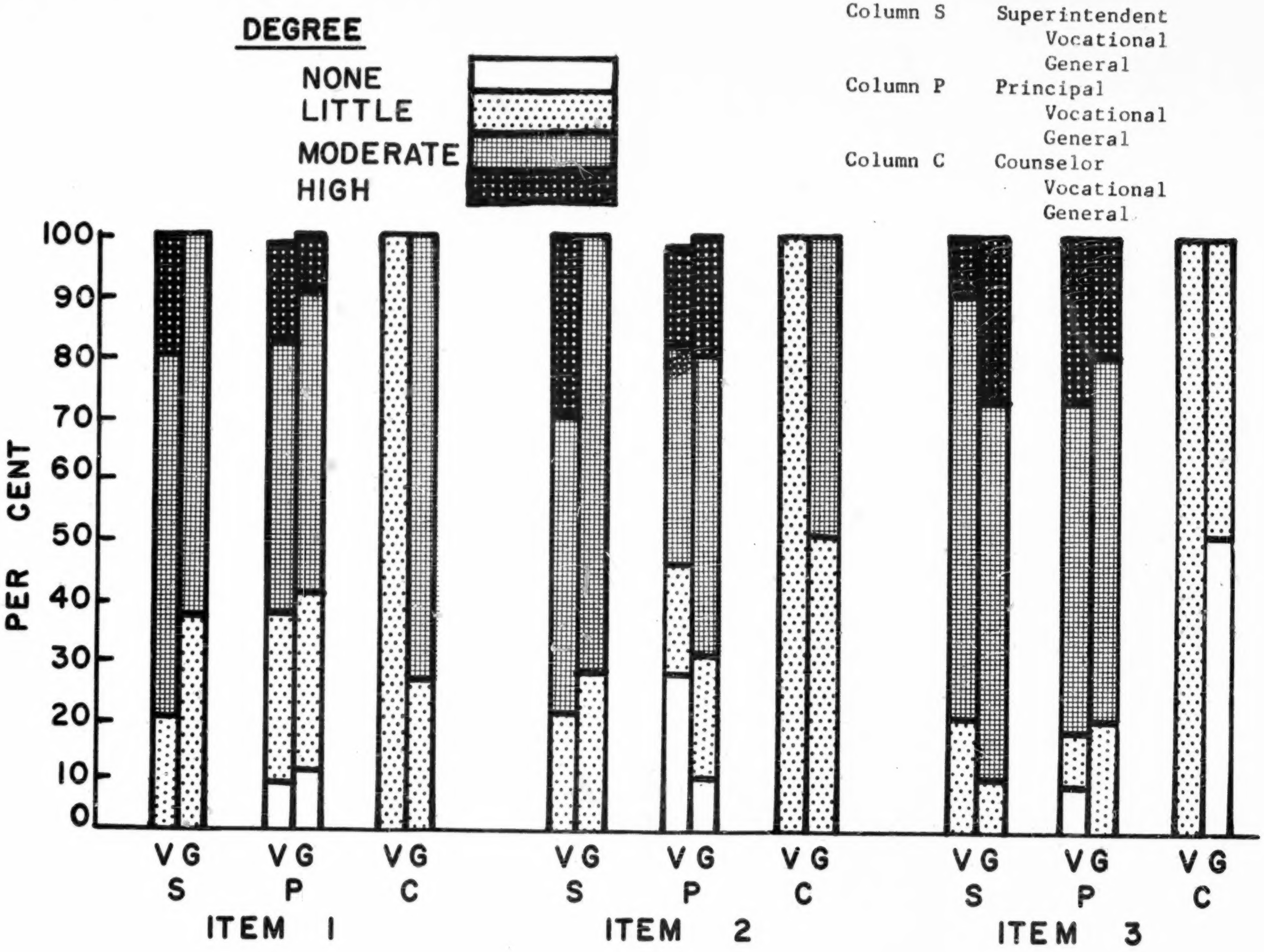
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.9.-Status of the Program, Class C Schools (continued)

KEY TO ITEMS USED IN FIGURE 10

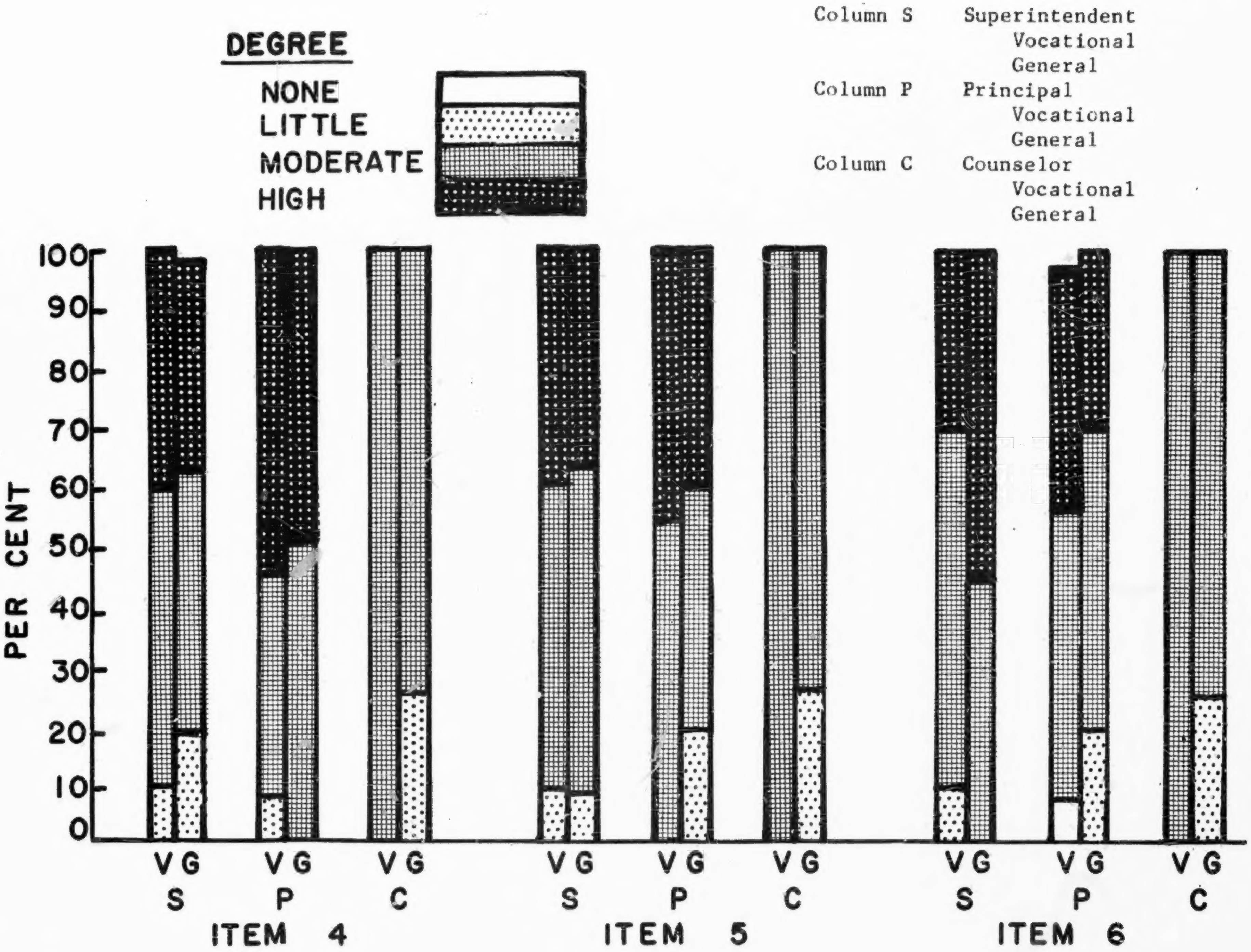
Conditions Satisfied by Home Economics Education

1. Local community understands the home economics program.
2. Local groups expect the program to be broad in scope rather than limited in content.
3. Local groups believe the program should be adjusted to local conditions and to changes which have taken place in home and families.
4. Teaching is geared to present day realities in the several subject matter areas.
5. Education for effective homemaking in today's world is needed -- persons are not innately good homemakers.
6. Program utilizes specific aspects of many subject fields and disciplines with a focus on the home and family.
7. Program contributes to general education of individuals.
8. Homemaking education has potential values for all students.
9. Homemaking education is intellectually stimulating.
10. Home economics is a matter of training people to do things -- to perform.



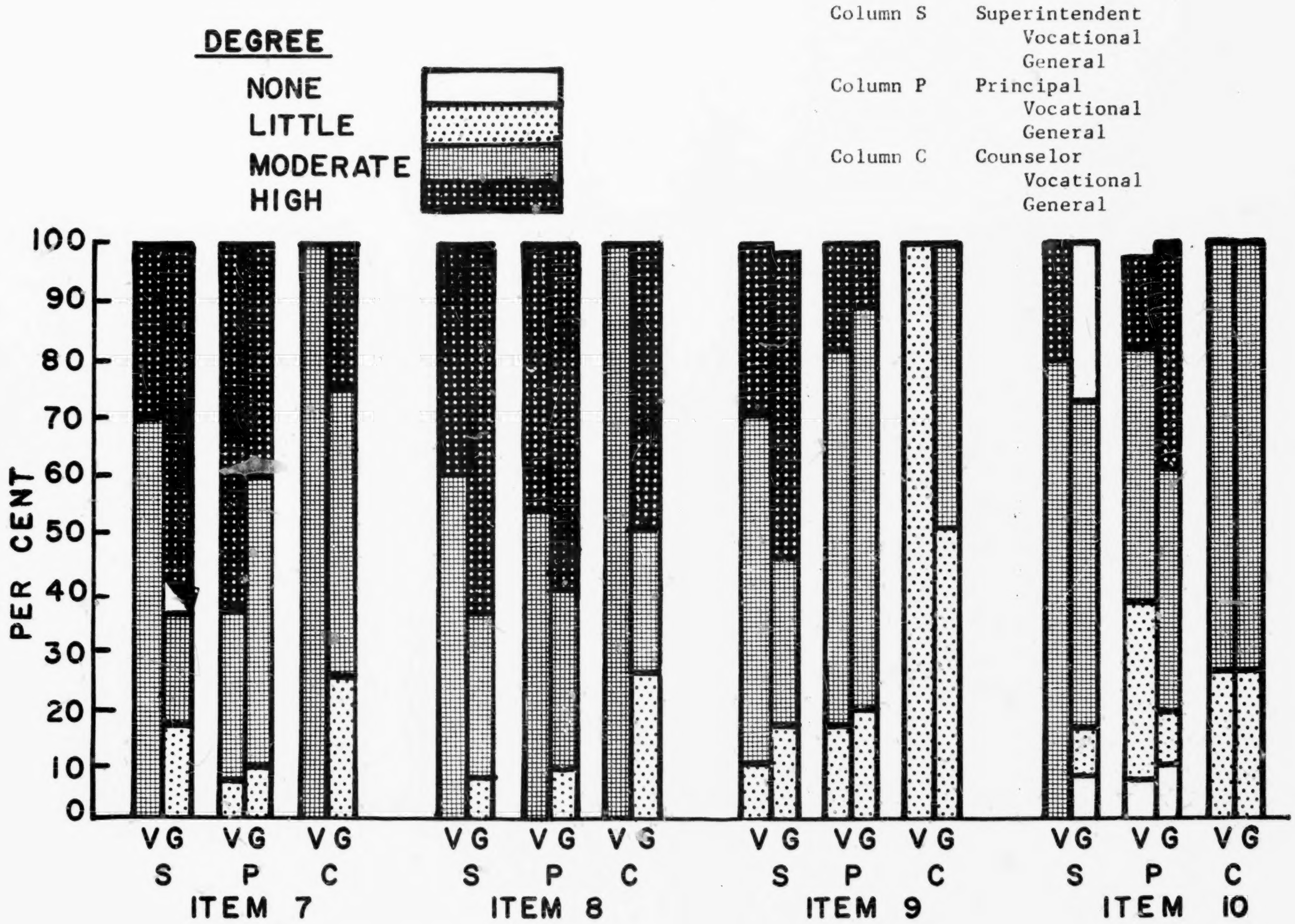
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.10.-Status of the Program, Class D Schools



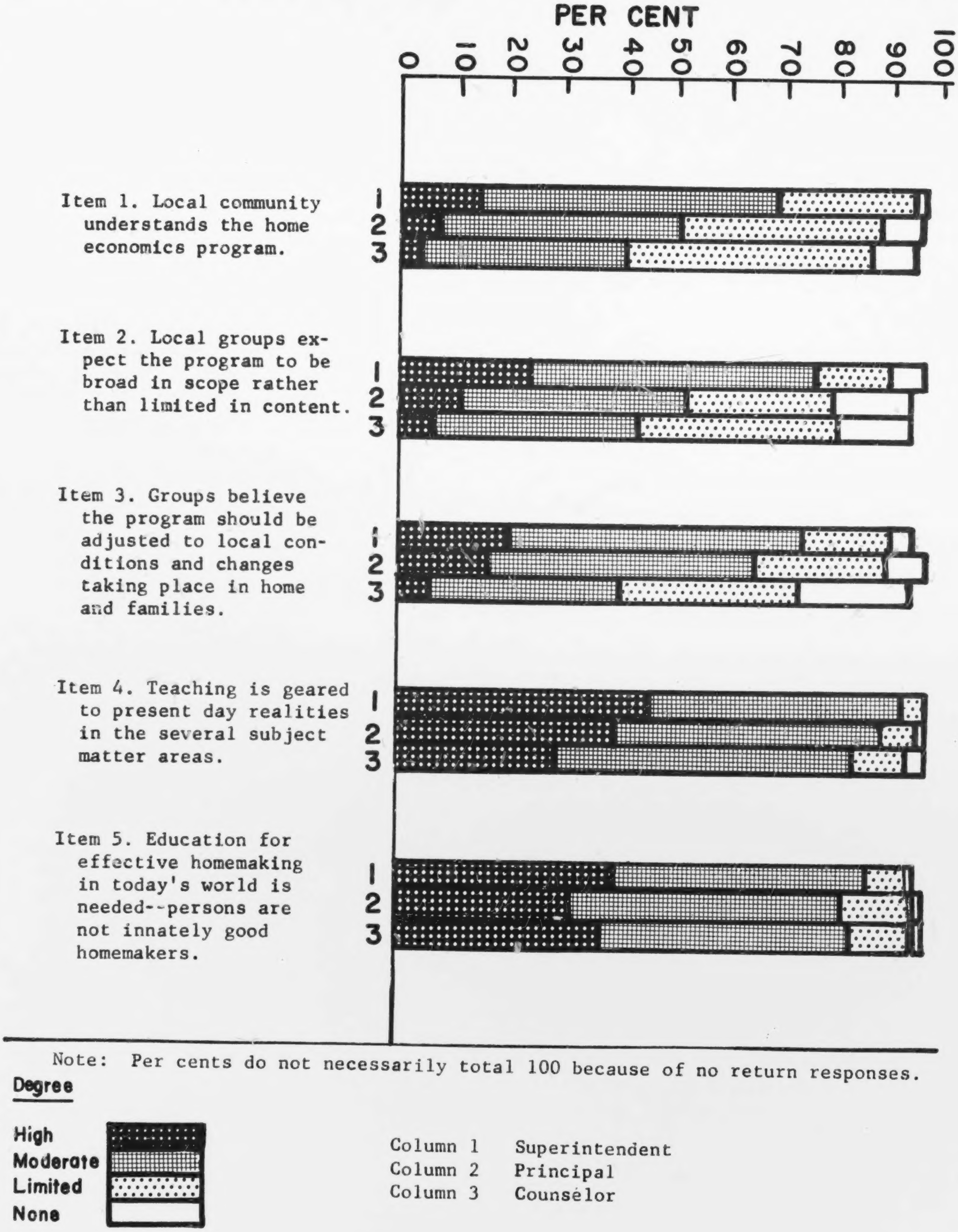
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.10.-Status of the Program, Class D Schools (continued)



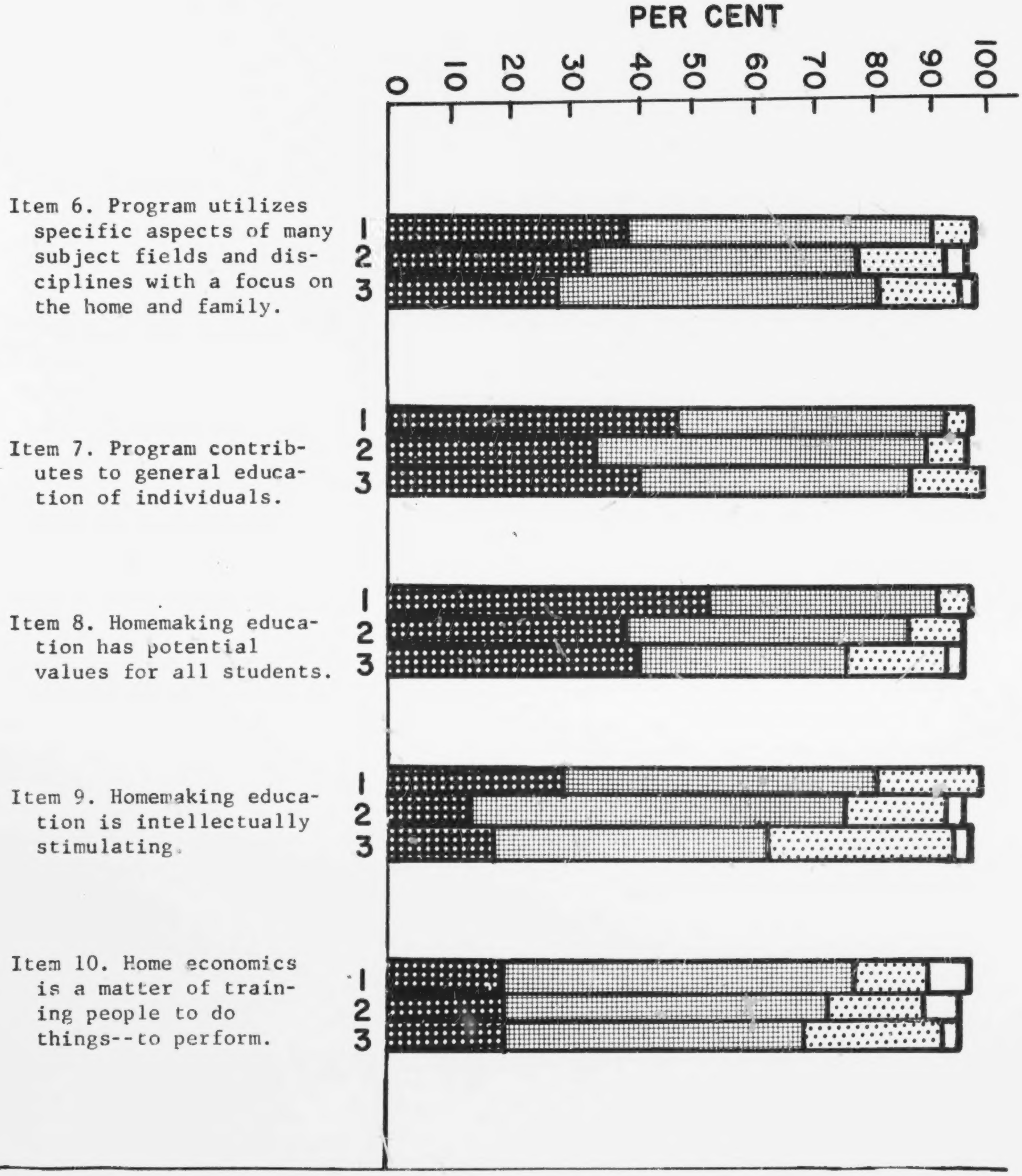
NOTE: Per cents do not necessarily total 100 because of no return responses.

Fig.10.-Status of the Program, Class D Schools (continued)



Note: Per cents do not necessarily total 100 because of no return responses.

Fig.11.-Status of Home Economics Education Program in 112 Michigan Secondary Schools, 1964-65.



Note: Per cents do not necessarily total 100 because of no return responses.

Degree

High ▩
Moderate ▦
Limited ⬚
None ☐

Column 1 Superintendent
Column 2 Principal
Column 3 Counselor

Fig.11.-Status of Home Economics Education Program in 112 Michigan Secondary Schools, 1964-65 (continued).

BIBLIOGRAPHY

BIBLIOGRAPHY

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